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ABSTRACT

This document is a guide to the implementation of the Manpower Services Commission's (MSC) Youth Training Scheme (YTS) in Great Britain. It is intended to serve as a negotiating brief for colleges and schools and for local education authorities in their dealings with employers. An introduction explains the background of YTS, provides an overview of key features of YTS, and discusses the role of the education section in YTS. Each of the next eight sections relates to one of the eight design elements necessary to YTS: induction, assessment, planned work experience, occupationally based training, off-the-job training/education, core areas, guidance and support, and record and review of progress and achievement. Each section states and/or refers to criteria laid down by MSC for training programs and then goes on to describe how these relate to Further Education Unit and other educational perspectives. Section 10 concerns staff development. Section 11 deals with evaluation and describes what an institution might do to evaluate the extent to which it has supported YTS. Appendixes include a common core of skills for vocational preparation, occupational training "families," a description of evaluation approaches, and descriptions of four examples of YTS. (YLB)

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Dear Sir/Madam,

SUPPORTING YTS (Second edition)

I enclose a copy of the above document, initially drafted by a Study Group under the Chairmanship of J Deboo, the CBI member of the Board of Management. The Board has endorsed this report and it thus indicates FEU policy. This edition is substantially the same as the first edition, but minor updating has taken place to relate it to schemes starting in 1984.

The document remains essentially a brief for FE to negotiate into YTS schemes the best possible educational component. In publishing this document the FEU is encouraging the FE system to participate as fully as it can in YTS. Only by doing this can FE demand a say in the design and quality determination of the various schemes and thus speak with some authority as to how genuine progression from YTS can be achieved.

Only minor changes have taken place in the MSC criteria since 1983. The basic framework of eight design elements plus six areas of learning opportunities, remain unchanged for schemes starting in 1984. More significant changes may take place for 1985 and the document will be reviewed in the light of those. This document goes to press before the main output from the 1983 YTS schemes emerges. No final evaluation is therefore available. Interim evaluation data have been included in this edition where appropriate.

Supporting YTS is not meant necessarily to be read sequentially. A separate section relates to each of the eight YTS design elements. Each section refers to appropriate MSC criteria and then goes on to describe how these relate to FEU and other educational perspectives. An additional section gives some guidance on evaluation. Complete unanimity with the MSC criteria is not always possible and there is evidence to indicate that some attenuation of the principles and aspirations of the Youth Task Group is taking place as the full demands of this ambitious scheme are realised. Generally however, the degree of accord between the MSC and FEU on YTS exceeds the differences, and where these differences do occur we hope that they will be used as a basis for productive discussion. YTS is a developing scheme and hopefully the place of FE in the scheme will become progressively assured as the value of its educational contribution is appreciated. The aim of this document is to enhance the quality of that contribution and thus ensure the quality of YTS.

Yours faithfully

Jack Mansell
JACK MANSELL
Chief Officer

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FOREWORD

Foreword to 1st Edition

The Study Group set up by the Board of Management to produce the document *Supporting YTS* has taken into account in its deliberations a wide spectrum of opinion and comment and, wherever possible, evidence of good practice in pilot schemes.

More research might have been undertaken but in an imperfect world and because we were determined to publish this document as soon as possible it may appear that we have generalised where we could perhaps have been more specific. We make no apology for this, for time is not on our side. What is needed now is a speedy and resolute response from the whole of the education system to make its contribution and to provide what is needed in terms of quality and quantity of opportunity for thousands of school leavers whose immediate prospects through no fault of their own are bleak.

J DEBOO CBI
(Chairman of Supporting NTI Study Group)

Foreword to 2nd Edition

This edition of Supporting YTS updates the first document in line with MSC revised criteria for schemes commencing in 1984. A more critical evaluation of the varied experiences and developments that have taken place within the FE system during the initial years of YTS is planned for 1985. In the meantime this edition gives details of MSC mandatory requirements and recommendations for a scheme which remains essentially similar in character and design structure.

J DEBOO CBI
(Chairman of Supporting NTI Study Group)

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PREFACE

i. The primary aim of this document is to give guidance to the education system on how it may assist in the continued implementation of the MSC Youth Training Scheme. FEU wish to acknowledge the continued assistance of members of the Study Group (shown in Appendix I).

ii. The role of the education system in YTS has not been specifically defined by MSC, who prefer to leave this to be locally negotiated. The design-base of YTS indicates that one of the elements should be off-the-job, but where this is to be done has to be decided locally by the Managing Agent.

In some cases colleges and schools may be competing with private companies and training agencies, or their local authorities may have set up their own YTS training agencies and training workshops operating on a different financial base to FE. Demand also remains unpredictable.

iii. This uncertainty is compounded by the fact that the ratio of Mode A to Mode B YTS schemes in any particular locality is also changing. Colleges/schools so far involved in Mode B schemes see them being replaced by Mode A schemes.

iv. The FEU, because it sees in high quality YTS schemes, the possibility of better training and educational opportunities for many young people, is anxious to encourage the education service to further develop YTS. It recognises that degrees of uncertainty still exist, both in the curricular design of YTS and in the intentions of Managing Agents. It also recognises that where young people may go after YTS is a question still to be pursued.

v. Progression from YTS into employment or further training/education still remains an unsolved issue. A high quality YTS programme which includes an educational element capable of providing a basis for progression should help. So far however, routes of progression hardly exist. A pattern of courses and programmes closely related to conventional training/ apprenticeship schemes do exist, but as these have always been for a minority of school-leavers, increasing this type of vocational education may not solve the overall progression problem.

vi. By even the most simple analysis; for most young people the potential for wider opportunity appears to exist outside the conventional apprenticeship-type scheme if entry to apprenticeship remains as restrictive as it now is. This means the creation of an alternative, more comprehensive training/education structure based on a first year which is supportive and which thereby encourages a broad-based generic approach. The design base of YTS needs continued refinement and FEU welcomes MSC's reinforcement of a broad based approach. In a few occupations there are indications that YTS is acceptable as first year apprenticeship. The role of the education system, however constrained by time, *must* be regarded as a critical factor in supporting these developments.

vii. This document thus seeks to give guidance to those in education who support YTS. Apart from the Introduction which explains the background, it is not meant to be read through sequentially; rather it is to be treated as a manual. A separate section relates to each of the eight design elements necessary to YTS. Each section states and/or refers to the MSC criteria and then goes on to describe how these relate to FEU and other educational perspectives. As such there is some duplication and overlap of material between these sections. Other sections deal with Staff Development and Evaluation. These processes, alongside those of counselling, support and the necessary curriculum development – all consume valuable time. However, this document, deliberately, describes an ideal model. From this teachers, trainers, supervisors and managers will have to determine their priorities in the light of the local situation and the individual needs of young people.

viii. The FEU hopes that LEA's, colleges and schools will continue to use this document as a brief to negotiate into YTS the best possible educational element, and as a guide to implementation. Within NTI there is no guaranteed space allocated to either FE or to schools and however regrettable and unnecessary it may appear, the place of education in YTS will have to be argued and justified. By continued involvement in YTS the education service will be able to claim some say in future developments. By avoiding such involvement the education service will be in danger of not only being accused of treating YTS as an irrelevant intervention from outside but also of neglecting a large proportion of young people.

JACK MANSELL
Chief Officer

SECTION ONE
INTRODUCTION

The New Training Initiative

1. Following consultation on its New Training Initiative* the Manpower Services Commission (MSC) have published far reaching decisions and recommendations about the future of industrial training in Britain. The New Training Initiative (NTI) aims to bring about major changes in our systems of training and education; to provide a flexible, adaptable workforce able to cope with change; and to help British industry adjust rapidly to continuing technological developments so as to compete effectively in changing and often difficult markets.

2. Simultaneously with MSC's *an agenda for action***, the Government White Paper*** was published, reaffirming the three major objectives of NTI and stressing the need for urgent action. The three objectives of NTI are:

(i) we must develop skill training including apprenticeship in such a way as to enable young people entering at different ages and with different educational attainments to acquire agreed standards of skill appropriate to the jobs available and to provide them with a basis for progression through further learning; **[Objective 1]**

(ii) we must move towards a position where all young people under the age of 18 have the opportunity either of continuing in full-time education or of entering a period of planned work experience combined with work related training and education; **[Objective 2]**

(iii) we must open up widespread opportunities for adults, whether employed, unemployed or returning to work, to acquire, increase or update their skills and knowledge during the course of their working lives. **[Objective 3]**

3. It is important for college managers and teaching staff to realise that NTI consists of three linked objectives entailing new government programmes for:

(i) skills training: the reform of apprenticeship, to be achieved by 1985;

(ii) vocational preparation: the Youth Training Scheme (YTS) programme to be introduced nationally in 1983; and

(iii) adult training and retraining.

Whilst YTS may be associated in many people's minds with the development of a replacement for YOP and UVP it is not simply a successor to these programmes. Equally it would be unfortunate if colleges failed to comprehend the full extent of the New Training Initiative and their need to prepare themselves adequately for the changes that are likely to occur under the other two objectives.

4. MSC initiatives with regard to skills training (objective 1) involve both the reform of traditional apprenticeships and the development of new, more structured vocational education and training programmes in other occupational areas. The MSC's intention here is to remove the use of age qualification at point of entry (typically 16 years at the moment) and to introduce a standards-based, as opposed to time-serving, system of assessment and recognition. Hence, MSC initiatives under objective 1 are likely to have a marked effect upon what has been a traditional area of FE activity, with the possibility of significant alterations to the ages of students entering skills training-related FE courses (such as CGLI and TEC Engineering and Construction), the time spent by students on attendance of various FE courses, and the types of assessment procedures which accompany such nationally- and regionally-certificated courses.

5. Similarly, MSC initiatives with regard to adult training and retraining (objective 3) are intended to remove some of the barriers from the provisions made for adults, whether through specific up-dating and retraining programmes or through access to skilled status.
MSC initiatives on all three objectives of NTI, therefore, are likely to present colleges with considerable changes to their existing ways of working, not least in some of their traditional areas. Yet, these changes also include new opportunities for the introduction of more flexible ways of working, the involvement of new client groups of young people and adults, and the development of courses in other occupational areas.

**A New Training Initiative: a consultative document* MSC, 1981
***A New Training Initiative: an agenda for action* MSC, 1981
****A New Training Initiative: a programme for action* Cmnd 8455 Department of Employment. HMSO, 1981

The Importance of an FE Response

6. The degree to which the FE system is able to make these changes and expand the range of its provision will influence the extent to which progression within and between the three objectives of NTI is achieved. MSC's intentions are to stress the inter-dependence of the three objectives in the schemes which they finance, such that, for example, it is possible for a young person to progress from the foundation year of YTS into skills training, possibly at an accelerated rate, or for adults undergoing training or retraining to achieve skilled status. Similarly, the foundation year of YTS is likely to provide the basis upon which young people as adults are able to take on more rapidly, and to greater effect, training and retraining programmes.

7. If the response of the FE system is to positively encourage such progression then it is likely that the young people it is involved with under YTS (objective 2) will return to it as adults for further training and retraining. In the minds of employers and prospective students the flexibility of such a response, and the conditions under which colleges make provision, will be significant. If the response of the FE system is to maintain its traditional ways of working and not adjust to change, then the result over the long term is likely to be disastrous for colleges. Having said this there needs to be a recognition of the likely time scale of change. Although the MSC has proposed some target dates, it will take time before all three NTI objectives are achieved in practice. The first and third objectives will be developed less rapidly than YTS, with variations across industry. This perhaps points to a long transition period in which traditional clients and approaches will need to co-exist with new ones stimulated by YTS. The vital point is to ensure at the outset an approach to YTS which envisages eventual integration of all three objectives at the practical level, otherwise progression by the individual from one to the other can never be a reality.

The Youth Task Group Report

8. *A programme for action** (paragraphs 21 and 41) proposed the establishment of a high level working group "to report urgently on the possibilities of a wider and more general scheme of foundation training for all young people whether employed or unemployed". The Youth Task Group began work early in 1982; its remit being to report on ways of developing the Youth Training Scheme to cover employed as well as unemployed young people, within available resources. Its report was published in April 1982*.

9. The Task Group concluded that opportunities for vocational preparation should be more widely available for a much larger proportion of young school leavers, many of whom have been neglected by both the education and training system. Through a full year's foundation training they may be more fully prepared, not merely to do the immediate tasks required by a job, but to have basic competencies and flexibility on which to build. Thus, not only transition from school to the various forms of work available in any new economic structure but also progression to more education and/or training must be taken into account when designing the curriculum.

10. To many, including the FEU, the omission of college/school-based vocational preparation from the NTI framework is regrettable. It has long been the view of the FEU that the presence of young people in full-time further education, employment or unemployment is as much an accident of geography as a reflection of actual ability; all young people should have similar opportunities for vocational preparation. The Youth Task Group also recognised this flaw:

> "This brings us to the wider question of financial support for young people aged 16 and 17. The scheme we recommend allows for employers to continue to recruit young people to jobs and pay them agreed wages. We believe that our scheme will be sufficiently attractive to employers and to young people for this group to be a relatively small minority. But the question is bound to arise of how the financial arrangements applying to those on our scheme relate to those for young people in full-time education . . . Some members of the Group believe there should be some improvement in the financial income of those in the age group who continue in education. There is a fear that, otherwise, some young people might be attracted away from full-time education for

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*op cit, p1

**Youth task group report.* MSC, 1982.

> the wrong reasons. It is not within our terms of reference to make recommendations about the levels of educational maintenance support even if we wished to do so. Nor would there be scope within the public resources available to develop the scheme we are recommending and pay similar levels of allowance to those staying in education as well. But we believe that, in the future, as we move to cover all those under 18 years of age, this issue will need to be reviewed as anomalies become more apparent and a common allowance applies to more and more young people in the age group".

11. It is to be hoped therefore that many of the disparities will disappear eventually and a more comprehensive system of vocational preparation will evolve. Indeed the philosophy of this document is based on the assumption that the role of the education service should and will be increasingly recognised as essential and integral to the vocational preparation process. The work being done by FEU to promote staff development for CPVE offers some important pointers for improving YTS broad occupational training. Staff development must be central and more relevant to curriculum development in YTS, and the Accredited Centres network have as yet not delivered the required quality.

Delivery of the Scheme (see Appendix VI)

12. *A programme for action** acknowledges that "a scheme of this quality and scale will require the whole-hearted co-operation of many sections of the community – employers, trade unions, local authorities, local education authorities, voluntary bodies, and not the least the trainers themselves. Its success will depend on engaging the assistance of all these interests at the local as well as the national level". This document considers the roles and contribution of all those concerned with the delivery of the proposed scheme, but concentrates particularly on the role of the further education service.

Key Features of YTS

13. MSC see the second year of YTS as one of consolidation, and that the development of training content and standards should be of primary concern in 1984/5. The basic YTS offer is still one year* of foundation training and experience, some rationalisation of eligibility rules may enable 17 year old school leavers to be admitted but otherwise a scheme of broadly similar size (and shape) to that originally set for 1983/4 is envisaged.**

The number of mode A offers of places was up on target in the first year though actual take up was down, a larger difference occurred between mode B$_1$ and B$_2$ attributed to poor publicity and a marketing failure.

The task group suggested balance of provision is:

	1983/4	(Approved places September 1983)	1984/5
Mode A	300,000	(297,000)	360,000
B$_1$	80,000	(86,000)	80,000
B$_2$	80,000	(34,000)	20,000
Total	460,000	(417,000)	460,000

Young people participating will be given a programme outlining the training, education and work experience they can expect to receive and they will be given a standard allowance as trainees with the YTS scheme.

Machinery Area Manpower Boards will be responsible for the establishment and approval of Sponsors and Managing Agents.

Only approved Sponsors are allowed to provide training. Specified organisations will have to accept responsibility for the complete programme of each individual trainee.

MSC will enter into agreements with Managing Agents in particular areas. These agents will manage whole programmes provided by themselves and other major sponsors. They will also be required to supervise and co-ordinate various providers in a multi-agency approach, bringing together employers, schools and colleges and voluntary organisations.

A National Supervisory Board supported by a professional Advisory Group on Content and Standards is responsible for the whole scheme including quality assurance and the development of accredited centres for the provision of co-ordinated in-service training/refresher training of instructors, supervisors, managers and further education staff.

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*op cit, p1

*Exceptions cover disabled or those entering the scheme after a period of other employment.

**YTS is currently open to the following groups: 16 year old school leavers; 17 year old school or college leavers who have been registered with the careers service or job centre for 6 weeks (the "6 week rule"); disabled or educationally sub-normal leaving full-time education up to the age of 18 (currently), other unemployed 17 year olds who have been under care or detention order when 16.

14. Training Programmes designed to occupy one year, must satisfy criteria laid down by MSC and provide an integrated opportunity for training, experience and relevant education with a minimum period off-the-job of 13 weeks. Each YTS scheme must contain the following curriculum design elements:—

(i) Induction

(ii) Assessment

(iii) Planned work experience

(iv) Occupationally based training

(v) Off-the-job training/education

(vi) Core areas

(vii) Guidance and support

(viii) Record and review of progress and achievement.

Generally the elements deemed necessary in YTS are compatible with FEU policy, to an extent which has made possible the publication of joint MSC/FEU guidelines*. Because of this, a major portion of this document is structured around these criteria. We hope this procedure will encourage programme developers (examining/validating bodies) managing agencies (employers/local authorities) providing institutions (employers/colleges/schools/voluntary organisations), alike to adopt a common base for designing the curriculum.

The Role of the Education Sector in YTS

15. Colleges of FE and their maintaining LEA's have an important role in the new programme. According to NATFHE the challenge and opportunity facing the colleges are "to demonstrate convincingly that FE and training is not only of value to those people who have known or anticipated destinations but that it is of perhaps even greater value to the rest. As it is, the development of this new FE has long been an aspiration justified by the arguments of emancipation. Now it is also a basic technological, economic and social necessity."*

16. YTS presents problems of organisational change, the need for different teaching methodologies and possibly for a reallocation of resources. Some of these are obviously matters for local authorities and college administrators to review and resolve. At college/school departmental and increasingly inter-departmental levels, new strategies require consideration: teams of teachers need to combine in different relationships to fulfil tasks related to new and challenging aims and to new and challenging clientele. This demands new skills and hence staff development (see Section Ten). There should be no doubts, however, as to the nature of the work involved: initial preparation of curriculum schemes and teaching strategies; on-going monitoring, evaluation and assessment; extended external relationships and wider internal communications networks; all these are necessary but time consuming activities. The 'New FE' is demanding and time consuming in terms of adjusting not only to a new student/trainee clientele but also to concomitant changes and reorganisation. Whilst it is not appropriate here to consider the grading and status accorded to this level of work the FEU believes all young people should enjoy the benefits of sound teaching and structured learning. YTS trainees should enjoy the same attention and support as other students in FE.

17. One of the characteristics of the introduction of YTS has been its rapidity of implementation – the lead time between course planning, submission of programmes and commencement is shrinking. Added to this is a great deal of uncertainty at local level as to demand. The ability of an LEA or institution to respond to these changes is therefore a function of available resources, data with respect to demand, staff commitment, and organisational flexibility.

18. However, many of the curriculum design elements of YTS are already familiar to staff in the FE system. Not surprisingly there are many similarities, between FEU's concept of a curriculum framework for vocational preparation and MSC's design elements:—

**The New Training Initiative: MSC/FEU Joint Statement. No 1 General Principles* FEU, 1982. See also Appendix IX.

*The new FE. M Farley in *NATFHE Journal* No 7 November, 1981

(FEU)	(MSC)
Negotiation	Induction
Counselling Guidance and Assessment	Assessment Guidance and support Record and Review of Progress and Achievement
Acquisition of Basic Skills	Core Areas Occupationally-based Training Off-the-Job Training/ Education
Relevance and Experience	Planned Work Experience

Hence, many of those staff in colleges (and schools) who have been involved in vocational preparation to date will find that the same curricular concepts will be present in YTS; those who are less familiar with vocational preparation will find that the FEU has already given some guidance.*

19. In particular, there is general agreement that negotiation between agencies is essential to the success of YTS; only a co-ordinated inter-agency approach can provide the range of opportunities, skills and experiences that are necessary. Thus, whether the trainee is based at college (or school) or with an employer, a high measure of co-operation between those agencies and other agencies such as the careers service is essential.

20. The process of negotiation between the providing agencies has varied with each local situation and for some colleges it has varied between the different Managing Agents with whom they have to deal. Some employers may be involved in YTS out of concern for the part they play in local communities and are looking to the college to fulfil many of the obligations of YTS. Some are anxious to use their own training capacity and require the assistance of FE staff on an 'outreach' basis. Others simply identify FE with the teaching of social and life skills and resist any suggestions about the wider need to relate on-the-job and off-the-job learning opportunities.

21. There is a range of expertise and knowledge regarding the demands of YTS among the various agencies; there are undoubtedly financial and organisational constraints experienced by all parties. What experience does exist indicates that employers and other agencies often perceive colleges as possessing considerable expertise, though not always being able to relate to the direct needs of industry and commerce and often inflexible in the way they devise courses. Justified or not (and colleges obviously have their own perceptions of those outside the education system), these are aspects of negotiation that cannot be ignored. Colleges are advised to study the MSC literature, to have a clear policy with respect to the areas of expertise and levels of resources they can offer, to develop basic models of provision and to be prepared to adapt those models by negotiation without sacrificing important principles.
MSC recommend that Managing Agents/Sponsors should set up a team (or several different teams if appropriate on larger schemes) of all people directly involved in training an individual trainee or a group of trainees undergoing the same programme, to ensure that all the elements of training (on-the-job, off-the-job, planned work experience) are properly integrated and that unnecessary duplication or repetition or omissions are avoided. The team should be kept small and should meet at regular intervals to discuss problems and develop the programme. A course team may form part of a larger Programme Review Team which has a wider range of functions including monitoring and evaluation, and may contain a wider range of representatives (such as trade union representatives, placing agency representatives, MSC representatives, trainees).

22. This document is intended to serve as a negotiating brief for colleges/schools and LEA's in their dealings with employers and other agencies. But it should be remembered that at the centre of this activity should be the need to provide each YTS trainee with the best possible programme to suit his or her needs.

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* *Vocational preparation* FEU, 1981
Progressing from vocational preparation: towards a solution FEU, 1982
Tutoring FEU, 1982
Teaching skills FEU, 1982

SECTION TWO
INDUCTION

MSC Criteria – The Status of Induction

23. Integrated programmes of training, work experience and relevant education submitted to MSC for approval should satisfy induction requirements. Opportunities should provide for the trainee to:

> "be properly inducted into the programme and each element of it and assess his or her attained skills, attainments and needs."*

24. The process of induction has always been seen as an important basis of communication and orientation facilitating smooth transition of individuals to company and group activities, enabling appropriate adjustment to take place. Well structured schemes of training/education have always included an induction phase. Normally, however, the aims of induction have been associated with a well defined sub-set of training and education (eg operative, craft, technician etc) each having its own status and culture. The clientele were normally aware in general terms of the culture for which they had opted and the opportunities for progression that exist and so the process of induction, whilst important, rested on a relatively well worked formula and the emphasis tended to be on the working environment and operational orientation.

25. Managing Agents are responsible for the provision of a planned induction programme. All induction programmes must cover

(i) Pre-entry: What the trainees need to know before they start the scheme

(ii) On-entry: What the trainees need to know when they first start the scheme**

(iii) During the scheme: What the trainees need to know about each new element of the scheme.

In particular the induction programme must be designed to ensure that trainees:—

(i) understand the purpose of YTS and their role in it;

(ii) are familiar with the working environment of the scheme;

(iii) understand what off-the-job training they will receive;

(iv) understand the health and safety rules which apply;

(v) know about scheme administration eg allowances, attendance, discipline etc.

To help achieve these aims Managing Agents/Sponsors must issue a training programme to young people prior to the start of the scheme (see paragraph 52). The period of time allocated to induction and/or initial assessment will vary from scheme to scheme depending on the nature of the scheme and on the needs of the trainees. Managing Agents are required to ensure that the planned induction programme contained in their proposals meets the needs of the type of trainees they are likely to recruit. The role of the college/school in the provision of induction and selection will vary from scheme to scheme.

An FEU View

26. The FEU believes Induction for YTS should also include a brief outline of each separate part of the scheme at pre-entry, showing how the whole programme is drawn together. Indeed each time the trainee progresses to a further part of his/her programme (eg moving from an off-the-job to an on-the-job phase etc) he/she should receive a brief introduction to the new component. This will enable him/her to see how it fits in with what has gone before and as part of the whole package.*

In the case of vocational preparation, however, a more complex situation exists: vocational preparation has as yet no assured status and few obvious opportunities for progression.** There is no guarantee of employment, many modes of operation are informally structured, the tutoring staff is far from homogenous, and to many young people the aims are far from clear. In short, there is as yet no established education or training tradition associated with vocational preparation. Unfortunately our neglect of the needs beyond school of a large proportion of our population has conditioned generations of our work-force to regard employment as an alternative to further education and training rather than as a complementary activity. To many therefore YTS will be regarded as a poor substitute for employment.

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* *Youth task group report* MSC, 1982 (paragraph 4.10a)

** A booklet *You and the Youth Training Scheme* and a leaflet *Working safely on YTS* should be issued to all trainees.

* *Induction: YTS guidelines No 2* MSC, 1982 gives more detail on the above aspects covering pre-entry, entry, induction during a scheme, and progression from a scheme.

** *Progressing from vocational preparation: towards a solution* FEU, 1982

Young People's Attitudes and Participation

27. Many young people may still possess school attitudes to staff-learner relationships, seeing themselves as pupils. They will need to undergo a re-orientation of attitudes sufficient to encourage them to participate in post-school learning in a positive way, and to see vocational preparation as an essential for living – employed or unemployed. They have to be persuaded that what they get out of YTS should be as much their responsibility as their Sponsors – hence FEU stress on involving young people in negotiation about the curriculum. Against this background the MSC criteria described above (paragraph 25) could be regarded as somewhat mechanistic unless interpreted in a liberal way. Induction should be defined as an educational process. The recognition that induction should occur throughout a programme and not just initially is a point also made by an MSC Wales publication*: "the processes begun during induction should continue in a regular and continuing process of sympathetic support of student learning needs which will include, regular and frequent individual counselling during time spent both at college and on work experience, extension of study skills, development of student strengths and remedying weakness, preparation for planned work experience , and review of tutor: student contracts".
MSC suggest that, where possible, induction should include an element of negotiation about the nature of the trainees' planned learning,** FEU endorses this view.

The Role of Colleges in Induction

28. Although predating YTS by some years, some of the principles of induction formulated in *A basis for choice**** remain relevant. Firstly, certain objectives of the common-core**** were specifically related to induction; ie induction was deemed to be an integral part of the curriculum. Secondly, its status was assured in operational terms. Several references in *A basis for choice* stress the importance of induction, and an initial induction phase is suggested in order to provide:

- an introduction to the college, and the programme;
- an introduction to various sectors of employment, and the opportunity to sample different work tasks.

Aims 1 and 2 of the FEU vocational preparation core* provide guidance with respect to the content and processes appropriate to the above.

29. Evaluation of colleges' work in piloting ABC** has shown, however, that an initial once-for-all period of induction has not proved the most suitable formula. A more continuous process allowing induction to become an essential but decreasing proportion of the counselling, guidance, assessment process, is to be recommended. *ABC in action* suggested that the Induction phase might be renamed 'orientation' to avoid confusion with introductions to the college which are already known as 'induction'. Several colleges give students inductions of this latter kind which include tours of the college and its facilities, enrolment, breaking the ice games sessions, group work, and initial diagnostic testing. It is not intended to use the term induction with any different meaning within this document, merely to acknowledge that the concept may well become blurred as trainees progress on a programme. Induction activities may eventually become subsumed under the umbrella of guidance and counselling; and at that stage this latter terminology would be more appropriate. Staff need to recognise the importance and value of induction as a process of learning and its links with curriculum themes such as guidance, counselling and assessment, and negotiation. If this broader view of induction, as both introduction and periodic fresh orientation, is to inform YTS practice, all staff*** involved in the provision of programmes will need to contribute to the design of induction activities, spread throughout the programme they are offering. And, if this view is to succeed then it is likely that it will be as a result of college staff promoting it in their negotiations with Managing Agents and Sponsors.

**Criteria for validation and development* MSC Wales, 1982
***YTS Guideline No 2* MSC, 1982
***2nd Ed. FEU, 1982 (The first edition was published in 1979)
****See Appendix III

*See Appendix III
***ABC in action* FEU, 1981
***This includes non-teaching as well as teaching staff. The importance of a welcoming and supportive environment hardly needs emphasising.

SECTION THREE
ASSESSMENT

MSC Criteria – Quality Assurance

30. In the *Youth task group report** quality assurance is identified as a "key to the success of the new Scheme" and an Advisory Group on Content and Standards has been set up.
One responsibility of the Managing Agent in a particular locality is the maintenance of standards in programmes for which the agent is responsible, by arranging for appropriate assessment, recording and certificating practices. Sponsors are obliged to make arrangements in respect of trainees to:

> "provide a statement, contributing to a personal profile, indicating standards of competence achieved and other relevant information. This statement will be prepared in consultation with each scheme participant at appropriate stages in the programme. A copy will be given to the young person on leaving the Scheme and a copy to the Commission or Careers Service Liaison Officer".**

MSC recommend that assessment be provided at various stages. Initial assessment (should be carried out within the first four weeks) and continuous assessment (as appropriate). Assessment should also:

(i) fully involve the trainees;

(ii) be competently conducted;

(iii) indicate to trainees what they have achieved;

(iv) be reflected in the reviewing and recording process.

The Range of Assessment and Profiling

31. Assessment in FEU terms involves not only the recording of results of competency tests, but also involves the recording of experiences undergone by the trainee, and appraisal of the value of those experiences to both the trainees and Sponsor. Assessment should also be related to the whole programme undertaken by each individual, indicating levels of skill, knowledge, and experience acquired in a variety of locations, not least in the work situation.
It follows that for any assessment to be fair to both the young person and the Sponsor it should include design elements described in paragraph 14, and should relate to the whole spectrum of activities which such a programme on YTS aims to provide. This means that performance over a whole range of social, work-based and personal experiences should be observed, and assessment should not be restricted to formal cognitive measurements.
The adoption of profiling by MSC is compatible with FEU thinking which suggests:

> "Experiential learning and increased personal and social maturity are not amenable to simple, formalised measurement and grading and as such are neither recognised by the existing examination system nor by the public at large. By adopting the profile method of recording assessments we are suggesting that recognition should be given to those aspects alongside the more easily recorded and interpreted assessments of performance that will also exist."*

While recognising the demanding and complex nature of profiling, the merits of a formative** type of assessment justify an increase of teacher/trainer time spent on this process and this should be recognised in the time-table of any programme.

Guidance During Assessment

32. It is generally accepted that induction should include an initial assessment of needs. It is also FEU policy that assessment should be closely linked with counselling and guidance, as an integral part of the learning process through which each trainee should proceed. For example teachers, trainers and supervisors, on-the-job or off-the-job, may assess a trainee by direct observation, by structured tests, through discussions with the trainee,

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*MSC, 1982 paragraph 5.21
***Youth task group report* Annex 5, 3(f) Draft Traineeship Agreement.

**Vocational preparation* FEU, 1981 paragraph 41.
**By formative assessment we mean a process of continuous review and assessment capable not only of identifying any corrective action that may be necessary, but also serving as a basis of discussion between the trainee and his tutor/mentor.
This process usually requires the deliberate scheduling of frequent periods allocated to this type of review.

and/or by evaluation of log book entries. All these methods should be seen as an opportunity to assess needs and advise the young person with respect to his/her progress and achievement, thus associating the function of guidance with that of assessment.

33. To the student his/her own performance in a single test, subject or task performance is an indication of attainment. The sensitive use of continuous assessment provides a further stimulus, and a series of such assessments generates more detailed indicators of progress, especially if accompanied by counselling and guidance. In some cases other aspects of performance are incorporated, such as effort or application. These can be assessed to describe progress or otherwise; but phrases such as 'could do better if he/she tried' rarely aids assessment.

The assessment of personal attributes, however desirable to employers, is a difficult and subjective task. The involvement of young people themselves in this and other areas of assessment must be considered essential.

New Forms of Assessment

34. Different forms of assessment may have to be designed and implemented at different stages of progress. Tests or checklists applied at an early stage (during induction) in a programme, may identify aptitude and suitability. But few of them have been validated against the background of YTS and if used, such instruments should be interpreted with caution.

New forms of assessment may have to be devised and appropriate standards agreed to accommodate the work based focus of much of the learning. It may be relatively easy in some situations to grade performance-based skills, it is less easy to judge levels of awareness, and still more difficult to appraise the interpersonal skills required in a job situation (although these social skill attributes are often valued by employers).*

Grades and Certification

35. Gradings of performance should wherever possible be related to well validated criteria; judgements of awareness are best interpreted by the professional skills of experienced observers; appraisals of interpersonal skills are complex, requiring sensitivity and training; and such skills should not be appraised without the agreement of the young person involved.

Gradings such as *below average, average* and *above average* are to be avoided wherever possible, as being norm-referenced; they simply establish a ranking order. The whole process of recording by profiling should facilitate the collection of different types of assessment ranging from firm criterion-referenced grades to professional descriptive assessments of process skills. The form of final YTS certification by MSC remains a subject for further development.

Reservations

36. Sponsors – notably voluntary organisations in the Community Projects sector – are uneasy about standardised assessment procedures if they are to be embedded in a national system of certification. They agree that YTS trainees who have been alienated or neglected in their secondary education need to negotiate individual learning targets with sponsors and scheme managers in a relationship of trust and sensitivity to personal development needs. An inflexible nationwide system of objective testing and standardised profiling would, in their view, undermine the prospects for Trainee Centred Reviewing within a negotiated curriculum. Sponsors should be reassured by the principles stated by MSC in YTS Guidelines on Assessment and Standards which suggest "Measurement of performance and assessment of progress should involve the trainee and if possible combine and reflect his/her judgement with that of the assessor".*

37. A nationally based assessment scheme need not necessarily be inflexible, mechanistic or unsympathetic. Conversely a supportive assessment philosophy, such as is valued by the voluntary organisations and others, need not omit criteria-based assessments. What is needed is an increased level of awareness by all staff as to the range of

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**Basic skills* FEU, 1982. Appendix 8 paragraphs 8-13 examines task and skills assessment.

**Assessment and standards YTS Guideline No 8.* MSC, 1982 assessments that it is necessary to invoke under YTS. If the process is fair, supportive and wide ranging, certification then becomes a process of synthesising all the available data related to the trainee in respect of the opportunities provided by the scheme as a whole. This will undoubtedly require staff training at all levels.[*] It will also require the positive support of Sponsors.

Co-ordination

38. If the principle of YTS taking place over several different locations is to have any real value then assessments made in each location should be available to all concerned. Trainee records, reviews of progress, interim profiles are all techniques facilitating this liaison, but there is little evidence to suggest that such liaison is taking place. Any discussion on assessment cannot be divorced from other considerations which are explored separately in greater detail in subsequent sections of this document.

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[*] Appendix 8 of *Basic skills* FEU, 1982, gives more guidance on assessment.

SECTION FOUR
PLANNED WORK EXPERIENCE

MSC Criteria -- Four Types of Learning

39. *The Youth task group report* points out that Britain has one of the least-trained workforces in the industrial world, with only just over half our young people receiving any systematic vocational or educational preparation. Decline in apprenticeship and a worsening of training performance in recent years have created a training problem, and the added employment problems which young people face present difficulties, directly in terms of progression on completion of training programmes, and also indirectly in terms of providing adequate places during training.
Planned work experience is a vital element of YTS:

> "Young people leaving full-time education and starting in the world of work need a broad-based and integrated programme of education, training and work experience. This is one of the great strengths of apprenticeship and is also fundamental to UVP and to the way YOP is developing."*

The Managing Agent/Sponsors must state in the training programme:

- (i) what skill learning opportunities they intend to provide through planned work experience;
- (ii) how the planned work experience will be integrated with the off-the-job training/education;
- (iii) and give trainees an opportunity to review their progress with supervisors at regular intervals.

MSC recommend that one way of planning work experience is to use the core activities referred to in Section Seven of this document. Examplar Work Based Projects will be available for Managing Agents/Sponsors to adapt and incorporate in their own programmes. According to MSC there are four types of learning which should take place whilst a young person is on planned work experience:**

- (i) basic skills and additional basic skills;
- (ii) job specific and broadly related skills;
- (iii) world of work learning;
- (iv) world outside employment.

Planned work experience, as the term implies, is the systematic sequencing and progression of trainees within a training plan to ensure effective learning at all stages. It should embrace all the components of YTS.

Characteristics of Work Experience

40. It has been shown elsewhere that distinct advantages ensue as a result of better planned work experience* such as; more effective motivation, involving young people in adult life situations (especially when school may have been rejected), a better learning environment for some skills training, and greater relevance which relates the initial skills acquisition and off-the-job training and education to the productive pressures and teamwork often encountered in the work situation. Young people need to "perform well" for their own satisfaction. Educationalists familiar with de-briefing students following work experience and evaluating their subsequent performance, will know the value of that work experience; they will have observed the acceleration of learning that takes place and seen the changes in relationships that occur.

41. An interesting perspective on work experience emerged from a series of Electricity Council seminars:

> "Increased trainee motivation to press where necessary for the learning opportunities he/she required. There was some feeling that the more organised and formalised the Industry's training becomes – and it had moved significantly in this direction in recent years – the more observable that some trainees tended to become 'passive'. It was thought that a change of emphasis from 'training inputs' to training 'outputs', expressed as task-related objectives, could help substantially here. From a trainee's point of view, a training 'input' was something that was done to him/her or for him/her, whereas a task-related training objective expressed something that he/she was required to do."

The seminars concluded that on-the-job training needs to be designed jointly by training and other functions. That a better specification of what has to be learned by the trainee is desirable, and that craftsmen involved will frequently need to assist the learning; also that the 'mentor' or local organiser of training and the trainee himself will have some responsibility for maintaining documentation and seeing that it is completed especially in respect to assessment records.

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* *Youth task group report* MSC, 1982 paragraph 2.9(d)
** *Planned work experience YTS Guideline No 5* MSC, 1982

* *Learning in work experience schemes* MSC, 1981.

42. Conventional ways of organising work and running a work place are not always conducive to individual learning, and the work force often do not know how to promote young people's learning unless they have been trained and are experienced trainers or instructors. The experienced trainer might, for example, exercise discretion when observing a trainee make an error, and decide not to intervene in order that the trainee can learn from his/her mistake. Also associated with the 'learning management' responsibilities of line managers and supervisors is the need to pace work. Sometimes trainees will be subjected to pressure, a valuable aspect of learning at work, at other times the young person may become bored and frustrated with not enough to do. Such practical difficulties cannot always be avoided, but spare time could be capitalised on if staff seize every opportunity to train, guide and integrate trainees into the workplace. In the same way that off-the-job training calls for a response in depth from FE, so on-the-job training demands support, not just from trained supervisors, instructors and training officers, but line managers and other staff may need to become more sensitive to the trainee's learning needs and increasingly aware of a variety of learning styles.

43. An appendix to *Learning at work: the Tavistock guide** provides a checklist of basic questions for assessing the learning in schemes, and FEU publications *Experience, reflection, learning*** and *How do I learn?**** are given as references in this guide. The need to reflect**** is as necessary in the work experience as in off-the-job training.

44. Those involved with training need to be positively briefed, and be encouraged to respond in a sympathetic manner to a trainee's enquiry. They need to understand the importance of stimulating and encouraging the trainee to become more critical and objective about his or her own performance as well as aware of his/her environment. This is important because it enables the trainee to record and evaluate good practice and interesting experiences in the log book. There is much insight on these matters in the MSC's earlier publication *Making experience work* 1978. MSC practitioners Guide Number 2 *Learning* offers practical suggestions for an approach to learning in YTS including ideas on learning for transfer.

The Trainee

45. If the young person is to gain the most benefit from a work experience he or she should be encouraged towards independence and self reliance through a judicious measure of responsibility. *Learning in work experience schemes** makes the point that "some work experience schemes are less effective, trainees being treated differently from other workers, by too little being expected of them, or by being oversupervised and deprived of responsibility and discretion". A sense of responsibility can be fostered by supervisors encouraging self assessment on the part of the trainee and a focus towards trainee centred learning and participation.

The Off-the-Job Tutor

46. It is the Managing Agent's responsibility to provide the off-the-job tutors with the necessary information about the work based experience in order to ensure integration of off-the-job and work based training. Depending upon training needs and circumstances in a particular locality, colleges may find themselves called upon to play either a closely associative and participative role, or alternatively be asked to provide a basic input with minimum negotiation and involvement. In the first instance we have an active model and a favourable situation; in the second instance an undersirable situation and passive model. The passive model implies an FE response to a request, from a Managing Agent** in a 'service' relationship, with minimum involvement, where the off-the-job curriculum has already been largely determined and there is little or

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*MSC, 1982 Research and Development Series No 9
**FEU, 1978
***FEU, 1981
****Developing learning at work. A Review Paper prepared for MSC by Elliot Stern & Lindern Hildendorf of Tavistock Institute of Human Relations says of work learning "young people should also be helped to understand and reflect on what they are experiencing and how that relates to other situations they may encounter."

*MSC, 1981
**See Appendix VI diagram showing Managing Agents responsibilities and relationships.

no scope for negotiation or imaginative development. An active model is the converse of this: the professional expertise of the education service is recognised and an opportunity for negotiation exists. There are cases where relevant educational courses such as CGLI 365 have been negotiated in pilot/trial schemes, and the new 17 + CPVE qualification adds to this possibility.

47. "It is likely that the off-the-job tutors will have something to contribute to improve the quality of a programme. A Managing Agent may decide, for example, that they should take a greater responsibility for induction, assessment and guidance and support; or that they should co-ordinate the collection of information which makes up a young person's record of progress, and review that record with the young person concerned."* Regular meetings between those concerned, ie between the Managing Agent's responsible person and the tutor for the off-the-job training/education element may facilitate communication. Such a meeting may occur if the tutor visits the trainee during work experience. The purpose of such a visit should be seen as an opportunity to develop a three way relationship between the Managing Agent/Sponsor, the tutor and the trainee. This relationship is probably one of the most important contributions to the scheme in terms of feedback, enabling useful discussion on how the four types of learning referred to in paragraph 39 integrate with the other elements of a young person's programme.

It also provides the opportunity for the tutor to assess the work of the trainee in a real work situation, and additionally demonstrate the tutor's supportive role.

"On location" visits by organising tutors and educational staff require careful planning at an early stage of scheme preparation, and experience has shown that it requires a tactful approach.

An FEU Perspective

48. The FEU would support this approach of close consultation throughout the design and implementation of programmes and would hope the expertise within the education service can be fully utilised and that the off-the-job tutors can play an active role, whilst not undermining the responsibility of employers.

A closely integrated programme of planned work experience and off-the-job training and education implies overlapping roles for trainers/tutors with consequent dangers which must be recognised, the advantages of integrated programmes however far outweigh problems of complex organisation and communication networks.

49. If providers of off-the-job elements are to make a full contribution to the development of planned work experience, and the trainee's realisation of learning potential, they must be more closely engaged with work experience sponsors staff than has been usual under YOP. One way forward towards this condition might involve short secondments, attachments and exchanges between staff of employers (public and private), voluntary organisations and LEA's involved in YTS provision.

50. Many staff in education have developed strong links locally, nationally, and in some cases internationally with industry and employers through short and part-time course development, monitoring sandwich course students on industrial placements, and visits to firms. In the context of YTS, and on a mainly local basis this contact and industrial awareness can be invaluable; particularly the overview gained as a result of insight into a number of different sizes and types of firm. Local colleges and accredited training centres could provide a meeting ground for employers and all those concerned with programme development thus establishing the co-ordination necessary for a schemes success.

Simulated Work Experience

51. It is generally accepted that a college or school training site, whilst not subject to normal industrial and commercial pressures, may be able to simulate aspects of experience sufficiently realistically for trainees to acquire good habits and skills. One aim of the YTS programme is to combine all elements to gain the benefits of both industrial work experience, non-work place training and occupationally based training. Taking responsibility for, and a pride in, work may be more important than coping with fast production tempos. Colleges and voluntary organisations need not feel obliged to provide exact equivalents to the manufacturing pace and patterns of work, but they should recognise that trainees must be able to cope with pressure in the work situation.

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* *Off-the-job training/education YTS Guideline No 4* MSC, 1982.

SECTION FIVE
OCCUPATIONALLY-BASED TRAINING

MSC Criteria — A Written Training Plan

52. All Managing Agents/Sponsors must provide occupationally based training that avoids narrow specialisation and forms the basis for subsequent more specialised training where appropriate. It is recommended that Managing Agents should provide a programme of introductory training and skills related to a broad group or family of occupations.
Managing Agents/Sponsors must issue to trainees at the start of a programme a training plan, or a training programme indicating:

(i) what trainees will be able to do at the end of the scheme;

(ii) who will be responsible for training;

(iii) where the various parts of training will take place;

(iv) the induction programme;

(v) the pattern of attendance for off-the-job training e.g. day or block release;

(vi) the broad outline of scheme content (but not detailed syllabus);

(vii) the skill learning opportunities available in the planned work experience;

(viii) how the planned work experience will be integrated with the off-the-job training/education.

The Role of the Education Service

53. The role of the education service in the provision of occupational training has tended to be restricted to further education, and in turn associated with conventional craft, technician and professional type vocational education. Under YTS, some Sponsors and Managing Agents will claim to provide all that is necessary in occupational skills. Others will be aware that because of the nature of their work, they are unable to provide the full range of broad-based occupational skills required by MSC. In such cases FE colleges may well be expected to provide some occupationally based training as part of the off-the-job element.

54. Whether or not this expectation exists, the unified concept of YTS makes undesirable the creation of sharp divisions between occupational and other skills. In MSC guidelines occupational skills are identified under headings such as: Calculation, Measurement and Drawing, Communication, Planning and Problem Solving, a number of more specific occupational tasks, and Safety. Not unexpectedly many of these occupational skills are common to other occupations; i.e. they are generic, and most if not all of them are identified in the FEU core shown in Appendix III of this document.

55. The FEU believes that a common core, such as that proposed in Appendix III should be regarded as an essential checklist by FE tutors. Its use will be described further in Section Six but in this context it should be used by FE, firstly to check whether a full range of occupational learning is being experienced by an individual trainee on-job and secondly, as an opportunity to generalise and broaden any occupational training so far received. The use of the core in this way should not only help emphasise to the trainee that college tutors are interested in occupational training but also to indicate that there is a productive relationship between on-the-job and off-the-job training.

Occupational Training Families (OTF's) — the MSC View

56. In countries where the aims of initial training have long been treated as separate from but complementary to the specific training needs of individual companies such groupings are not new. What is new in the work which the Institute of Manpower Studies has carried out for the MSC is the link between Occupational Training Families and the way in which competence at work is developed. It is a combination of identifying transferable skills and of enabling young people to transfer such skills because they 'own' them.* An FEU research project 'Teaching for Transfer' (RP.129) is testing these aspects in a number of colleges with the aim of validating the concept and producing case study examples.

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*In July 1983 IMS published their report *Skill ownership—learning to take it with you.* In October 1983 Users Guides to individual occupational training families were issued. During 1984 MSC will be carrying out controlled testing of the recommendations in the report. Meanwhile the users guides provide a useful tool for setting up broad based training across a group of related jobs and MSC are encouraging Managing Agents/Sponsors to use this approach.

57. If OTF's (see Appendix IV) are to be used for the acquisition of a wide repertoire of skills and at the same time offer a vehicle for a coherent and relevant programme of education and training then each family must in some way be defined by its own, unique 'key purpose'. Such a key purpose would determine the range of the skills needed, their relative importance for the OTF in question and the way in which they inter-relate. The key purpose explains the basic intention for employing people in a number of occupations and jobs; it is not a description of personal qualities, educational achievement or a description of tasks. The key purpose is a first marker for determining the OTF training programme. A sample work learning guide is shown in Appendix VII together with an instructional guide on its use. This material is still being developed and FEU has a research project* due to be completed in 1984 which appraises the origins, implications and relevance of OTF's.

58. Three further points need to be made about OTF's. First, they do not claim to be comprehensive i.e. they do not provide a home for all occupations. It would be a defect if OTF's aspired to be a system of occupational classification rather than a tool for organising training. From a national training point of view it is important that the overwhelming majority of occupations, covering the overwhelming majority of trainees, should be covered. Secondly, it is apparently possible to view the same occupation in the light of more than one 'family' without detracting from the value of OTF's. The choice depends more on the intentions and interests of the trainee than on the application of a set of principles. A trainee could, for instance, participate in a programme for either 'personal services and sales occupations' or for 'administrative, clerical and office services occupations' and get work experience as a receptionist.
Thirdly, OTF's are intended to be used for 'first entry jobs' for young people. This restricts the range of learning objectives to competence in work which does not depend on substantial experience or promotion.

59. OTF's are thus claimed to be a method of setting out 'competencies' which are derived from real work, which are related to each other through a common key purpose, and which offer a broad occupational base on to which subsequent company and job specific requirements can be added. Many young people will not be employed on completion of foundation training and there is therefore a danger that the skills young people have obtained will be lost both to themselves and the country, at great personal and social cost. In order to preserve these skills, trainees should see the possible use of acquired skills to their other role in the 'world outside employment'. It is intended to encourage opportunities to make this transfer during progression through an OTF. The demands of working outside employment, often independently and without supervision, reinforce the argument for 'training for transfer'. It is likely that in future people will spend periods of their lives outside paid employment and it cannot be predicted accurately who these people will be.
Recognition of roles in the 'world outside employment' faces this reality and highlights the issue of transferability. OTF's should, therefore, offer skill 'ownership' and choice to young people, because the ability to transfer skills and knowledge is a built-in learning objective in all competencies. In other words, trainees should acquire an insight into a learning strategy, which will enable them to find out what skills and knowledge they need to add to their existing stock, in order to perform effectively in an unfamiliar situation.
One feature of the OTF learning objectives is that it should be possible to assess whether they have been achieved. By the end of a relevant training module the trainee would be asked to demonstrate an ability to use certain acquired knowledge and a learning procedure in new circumstances, a form of skill transfer.

Occupational Training Families (OTF's) — the FEU View

60. There is general support for the concept of broad-based training and education for YTS trainees and the use of OTF's is a possible way of broadening the base of foundation training. The restriction of such training and education however to a single OTF is not supported by the FEU. With high youth unemployment, there should be opportunities for young people to sample occupations not only within, but between Occupational Training Families. With an employer-based scheme this may be difficult but it remains a desirable aim (see paragraph 52), and in

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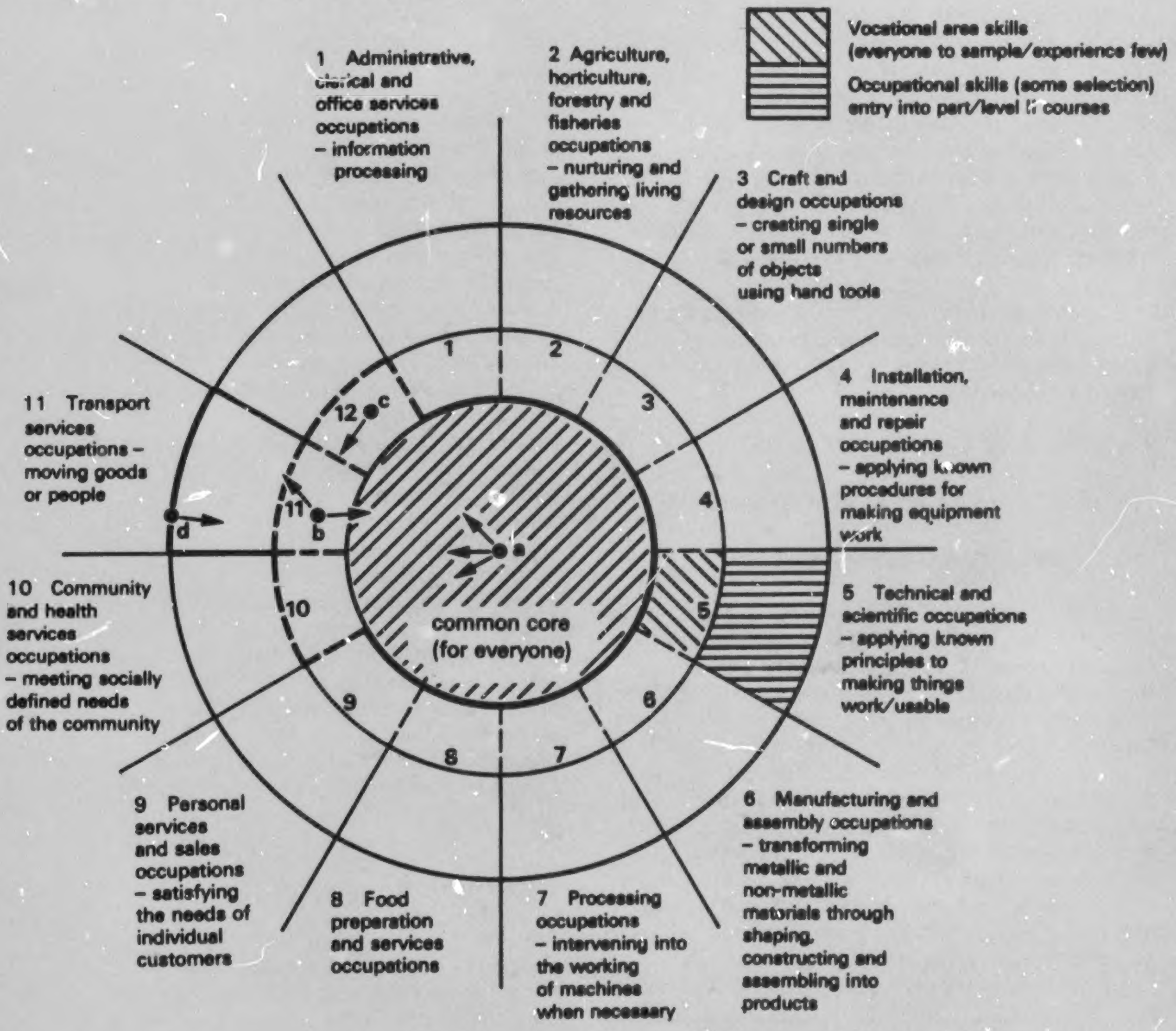
*Project Information Bulletin RP200 available on request.

Figure 1 Framework for progression (over 1 or 2 years)



Vocational area skills (everyone to sample/experience few)
Occupational skills (some selection) entry into part/level II courses
1 Administrative, clerical and office services occupations – information processing
2 Agriculture, horticulture, forestry and fisheries occupations – nurturing and gathering living resources
3 Craft and design occupations – creating single or small numbers of objects using hand tools
4 Installation, maintenance and repair occupations – applying known procedures for making equipment work
5 Technical and scientific occupations – applying known principles to making things work/usable
6 Manufacturing and assembly occupations – transforming metallic and non-metallic materials through shaping, constructing and assembling into products
7 Processing occupations – intervening into the working of machines when necessary
8 Food preparation and services occupations
9 Personal services and sales occupations – satisfying the needs of individual customers
10 Community and health services occupations – meeting socially defined needs of the community
11 Transport services occupations – moving goods or people
1
2
3
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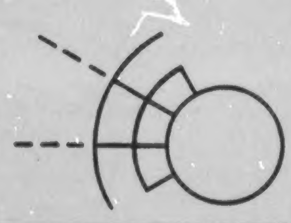
11
12
a
b
c
d
common core (for everyone)

Figure 1a An individual's voc-prep programme



college/school based schemes of vocational preparation (such as those based on CGLI 365*) it is essential.

61. The acquisition by a trainee of a core of competence common to all OTF's is also regarded as essential by the FEU. This should facilitate transferability and flexibility as well as providing a common base of reference for progression in both training and education systems. The way in which a core, such as described in Appendix III, can be related to occupational training via Occupational Training Families is shown in Fig 1 on page 19.

62. The validity and use of the model shown in Fig 1 is extensively discussed in another FEU publication**. Briefly, it described a hierarchy of increasing vocational commitment based on:

(i) a core available to all trainees (Appendix III)

(ii) access to one or more occupational areas (OTF's)

(iii) occupationally specific skills (within an OTF)

An individual programme could have the outline shown in Fig 1a: the basic skills described would relate to the individual trainee***. The occupationally specific skills should normally result from work experience (see Section Four) and/or more formally occupationally-based training. On YTS, such experiences will inevitably vary from trainee to trainee as individuals progress. Within each occupational area there will also be different levels, or sub-classifications, of skill; not all trainees will be required to cover, or perhaps indeed, be capable of covering, all of them. These preceding variables will result, therefore, in a unique collection of knowledge, skills, experiences and attitudes for each trainee. The model implies an increasing degree of selectivity; but it does not assume a specific location or time sequence. Indeed the provision of such a programme is probably outside the capability of a single provider, requiring as it does a combination of work experience, job specific training, sampling and general education.

63. Similarly, the model allows a variety of starting points, which should be amenable to the YTS delivery system. For example, the time at which the off-the-job component takes place will vary from scheme to scheme. Some young people may enter FE near the beginning of their scheme; their occupational experience may be negligible and their vocational commitment weak or confused. Starting from point a., with an emphasis on essential core-skills but generally directed towards an appropriate OTF, may here be the best approach. At the other extreme, the college contribution may come at the end of the scheme. In this case the content and processes implied in the model will have to be covered from a learning perspective such as d. because the trainee, hopefully, will come to the college with a collection of occupationally-specific competencies and experiences. Here the emphasis may well have to be on widening the perspective, increasing transferability and checking the trainee's possession of core-skills, both as an insurance against unemployment at the end of the scheme and as a basis for progression into further training/education. In many, if not most schemes, the FE contribution will occur after the trainee has obtained some work experience and occupational training. Here the learning perspective will probably be from that of b. or c. where experience can be built on and developed in dimensions of both breadth and depth.

Progression

64. The 'progression' issue is one which is being actively pursued by both the MSC, and the FEU*. To establish a pattern of progression based on education, both agencies are working with the FHE examining and validating bodies, which have a crucial role, in accrediting for transfer into their systems the 'output' of YTS programmes. Progession within and between YTS schemes may be less easy to achieve; it remains problematic whether trainees will be able to

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*CGLI 365. The General Vocational Preparation Programme is based on the key FEU documents *A basis for choice* 1st edition 1979, *Vocational preparation* 1981 and *ABC in action* 1981. It incorporates traditional assessment methods in numeracy and communication skills, alongside a profile report of achievement in a wide range of basic and vocational skills. Students follow a core curriculum in social, economic and environmental studies, which is locally devised, and then undertake at least three vocational options from different occupational families; they also have access to an elective programme reflecting individual interests.
**See *Basic skills* FEU, 1982 para 49.
****Basic skills* para 49.

*See *Progressing from vocational preparation: towards a Solution*. FEU, 1982 effectively transfer from Mode B to Mode A schemes or vice versa. There remains scope for establishing a firmer relationship between NTI objective 1 and YTS; for example, in enabling trainees to progress more rapidly from YTS into longer duration skills training. Progression through and across occupational training is more difficult to establish than that obtained through educationally-based courses. Training is, more often than not, specific to employers and rarely transferable in any formal sense. The more familiar training schemes related to apprenticeship form a minority provision and access to them post-YTS, remains difficult. To establish a pattern of progression through training, for the majority of our work force, requires the creation of an alternative and somewhat radical training structure: an issue outside the scope of this document, although it remains a key issue. Progression to employment will obviously be regarded by many young people as the true test of YTS's quality. In the absence of any possible guarantee of employment, colleges can only contribute to progression, for those young people who return to unemployment, by encouraging them to hold onto their skills and by enabling them to progress to Part II/Level 2 courses, should they wish to return to colleges on a full-time or part-time (21 hour) basis.* Of course, some young people will also return to college on a part-time basis as employees and should be able to progress in the same way.

65. All this means that the colleges and schools need to be involved as much as they can in YTS occupationally-based training. If they are not directly involved in its provision, they should seek participation in its design. Failing this, they should seek information as what is contained in the 'written training plan' (see para 52). Many, if not most, YTS trainees will no longer be the responsibility of the Sponsor after YTS. If some continuity of individual development is to exist after the first year then colleges/schools should relate to what occupational training each young person has done during YTS.

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*See FEU Guidance Notes No 3 *Curriculum implications of the 21 hour rule.*

SECTION SIX
OFF-THE-JOB TRAINING/EDUCATION

MSC Criteria – an Integral Part of the Whole Scheme

66. Managing Agents must provide a minimum of 13 weeks (or 65 days) off the job training/education.

Managing Agents must be able to demonstrate that:

(i) the off-the-job element has been planned as an integral part of the whole scheme;

(ii) arrangements for liaison between the on and off-the-job providers must include consultation with all providers involved in the scheme to agree the course programme.

Managing Agents/Sponsors must indicate in the training programme:

(i) where the off-the-job training will take place e.g. on employers premises, college of FE, with a private provider, Chamber of Commerce training, consortium Managing Agents, training centre etc.

(ii) the pattern of attendance e.g. day release, block release;

(iii) the content of the off-the-job element, (but not a detailed syllabus).

The precise structure of any programme will be determined according to local needs and the availability of resources, and the policies of Managing Agents. The setting up of schemes involves close relationships between providers. Those concerned with planning and co-ordination, for example employers and staff from colleges/schools and voluntary agencies, need to meet, together with careers officers and MSC local officers involved at the earliest stage of development. The Youth Task Group recommended a structure to facilitate this co-ordination and a network of Area Manpower Boards has now been set up. Managing Agents/Sponsors should be encouraged to set up a course team.*

All YTS schemes in 1984 must provide for trainees to learn in six broad areas (see Appendix VIII). These learning opportunities are:

(i) basic skills, including computer literacy/information technology;

(ii) the world of work;

(iii) the world outside employment including trainees interaction with the community;

(iv) job specific and broadly related skills;

(v) personal effectiveness planning and problem solving, and inter personal skills;

(vi) ability to transfer skills, skill ownership and learning to learn.

Managing Agents/Sponsors should be encouraged to use Residential Courses as a component of the off-the-job training/education although it is recognised that not all Managing Agents will have sufficient funds to provide such courses.*

The Role of Colleges as Off-the-job Providers

67. In MSC's terms, it is one of the roles of the off-the-job element to act as a *final guarantee* both to the Managing Agent and to the young person that the programme offers the kinds of learning intended in the Youth Training Scheme. The college/school might be mainly concerned with (i), (iii) and (v) above. But some inputs could be achieved regarding the world of work and transfer of skills, skill ownership, learning to learn; and in relating job specific and broadly related skills to the trainee's . experiences.

68. However, it must be clear that there is a limit to what can be done in 13 weeks and this should therefore be regarded as a *minimum*. The off-the-job component can facilitate progression; but it cannot do this if it is unduly pre-occupied with making up deficiencies elsewhere in the

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*More detailed information is contained in YTS Guideline No 4 and the Digest of Design and Content Practices which includes details of how integration can be achieved between on and off-the-job elements of a scheme.

*A practitioners guide to Residential Training Courses will be issued by MSC in due course.

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programme, *and* suffering from time constraints. A joint statement by MSC and FEU suggests that these problems may be resolved by initially designing programmes on the basis of mutually agreed aims and objectives, rather than distinguishing from the outset fixed proportions of training, experience and education. This philosophy can be fostered by Managing Agents involving off-the-job tutors in the design and development of whole programmes. To a certain extent this is bound to occur as a result of the process of integrating the work-based and off-the-job learning: work based supervisors and off-the-job tutors should be enabled to spend sufficient time together to form a joint understanding of the ways in which their contributions complement and reinforce each other. There is evidence* emerging that many YTS trainees regard the off-the-job element as irrelevant. This is inevitable to some extent, where many trainees because of the YTS philosophy are pre-occupied with the immediate problem of creating a job; but is does reinforce the need for tutors to place off-the-job education/training, in occupational contexts. This is not always easy but if teachers cannot make basic generic skills occupationally relevant, then the claims by the FE system that it has a particular empathy with the world of work, will inevitably be challenged. It is always worthwhile exploring the possibility of longer periods of off-the-job training/education. This will depend on the local situation and possibly on the nature of the Managing Agent. More time has been shown to be worthwhile in many schemes now running, and more time may be required to meet the needs of those young people with special learning needs.

College Provision

69. In anticipation of approaches from Managing Agents, colleges can prepare outline schemes using the FEU common-core as a basis of their curriculum design (see section Seven and Appendix III). It is suggested that the common-core check list, in conjunction with the overall model described in Fig 1 (para 61), can be used for negotiating the off-the-job training/education content with a Sponsor or Managing Agent. Some employers may not be able to provide a full range of learning opportunities for their trainees and any deficiencies in this respect must be taken into account. The content and processes described in Appendix III relate to most of the YTS design elements. Following some form of analysis of occupational learning within the context of Occupational Training Families, individual and group programmes can be mapped out, thus supporting the concept of a broad-based training and education for YTS.*

70. Similarly within the time negotiated, additional learning could be made available related to occupational areas, which would provide the opportunity for some young people to gain accreditation and qualifications in, for example TEC/BEC, RSA, and CGLI 365 programmes – many of which are capable of being fitted into and around the YTS framework.

More than a Temporary Expediency

71. The off-the-job element in YTS provides an opportunity for college tutors to assist young people in the process of reflection** on their work-based learning, as well as acquiring additional skills. There will inevitably be problems associated with making college provision for YTS e.g:

(i) Complexity of timetabling off-the-job training posed by different modes of attendance, day release, block release, modular units and combinations have different implications of staffing and physical resources, exacerbated by trainees entering and leaving at non-traditional times (roll-on/roll-off);

(ii) Extension of college/school year with attendant organisational problems;

(iii) Increasing numbers of a "different" clientele of "trainees" with different perspectives and needs from those of 'students' on traditional FE courses;

(iv) Needs of staff, their familiarisation with new learning strategies in vocational preparation, and opportunities for professional development.

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*Evaluation of YTS Content; MSC paper AGCS/84/5.

Vocational preparation FEU, 1981, paragraph 3.2

**See *Experience, reflection, learning* FEU, 1978 and Planned Experience in Vocational Preparation Programmes (draft title of forthcoming FEU publication).

Employers, who almost by definition, have priorities to serve other than training, will have their own share of problems in providing for YTS trainees. Educationalists and employers, preferably together, will have to solve these problems if YTS is to be more than a temporary expediency.

Programme Development

72. Off-the-job tutors should be able to contribute towards improving the quality of a programme. Given successful negotiation with a college a Managing Agent could decide, for example, that college tutors should take overall responsibility for induction, assessment, and guidance and support, that they should co-ordinate the collection of information which makes up a young person's record of progress and review that record with the young person concerned (see Section Nine Record and Review of Progress). Additionally a Managing Agent may decide that the off-the-job tutors should contribute to the staff development and training of other staff, by, for example, being involved in in-service training courses, and by assisting work-based staff to identify, develop and assess, occupationally based and core skills. Such involvement of educators is endorsed by MSC in Guideline No 4*.

73. The more college tutors and other staff identify with the programme, the more likely that the off-the-job training and education will be integrated with the work-based and vocationally-relevant training. An interim MSC evaluation of YTS content recently carried out** identifies some areas of difficulty and a lack of integration occurring, particularly where the off-the-job training is not done in-house and where several work experience providers (WEP's) are providing work experience for a Managing Agent/Sponsor. Some trainees did not find the off-the-job component relevant and the report identifies a lack of communication between on and off-the-job providers which means the off-the-job tutors have little or no knowledge about the skills/knowledge covered on-the-job in the workplace and vice versa. Some Managing Agents are trying to get the on and off-the-job tutors to meet to discuss the content of the programme and thus ensure more relevance between the content of the two elements, and paragraph 68 above and 47 of Section Four reinforces this point.

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* *Off-the-job training/education YTS Guideline No 4* MSC, 1982.
**Evaluation of YTS Content; MSC paper AGCS/84/5.

SECTION SEVEN
CORE AREAS

MSC Criteria — Relevant to a Wide Range of Occupations

74. The MSC defines core areas as "those abilities commonly found in a wide range of occupations, in a variety of work place settings, and at many different levels".

> The YTS approach is based on the idea that there are identified core areas which are common to the Occupational Training Families, which can be learned in any one of these families and which transfer to another.

Through the medium of both planned work experience and off-the-job training, all schemes must provide opportunities for trainees to progress in a work related context in 5 core areas:—

number and its application

communication

problem solving and planning

practical skills

computer literacy/information technology*

75. The above approach will require further refinement and this must be expected and recognised by everyone participating in the scheme. This whole approach through the identifying of core areas and the use of occupational contexts for achieving their learning objectives is new and will take time to establish anything approaching its final form. MSC see the achievement of learning objectives (i.e. basic skills) within a set of core areas as an essential part of all YTS programmes, enabling progression of trainees, and their preparation for rapid and far-reaching technological labour market changes. The inclusion of computer literacy/information technology is in the expectation that in the 1990's it will be in common use in all aspects of industry, commerce and community. Managing Agents/Sponsors are recommended to incorporate a minimum of 10 days 'hands on' experience with information processing equipment e.g. micro computers. However, a recent MSC evaluation of YTS content* revealed that computer literacy is not usually covered in the on-the-job situation and the coverage off-the-job is often not appropriate to what the trainee might be expected to do in the normal work situtation. This evaluation also discovered that the core areas are not being included in any planned way and that there was little attempt being made to enrich the core areas by the use of work based subjects.

76. Managing Agents will be responsible for the design of work-based, occupationally-related training assignments to cover the five core areas. These should take into account the different levels of skill necessary within each area, variations in trainee ability and the need to enable individual trainees to progress as far as they are capable within each area.

77. An important aspect of this approach is that the core area objectives are not linear in the sense that they need to be learned in some sequential order: they can be achieved at any time during the training year. In addition, each young person starts from his or her own baseline of performance and gets the opportunity to improve that performance in each of the core areas. The vehicle for this will be a work based approach, well known from TRADEC** and UVP experience. The learning environment is not controlled in the sense that it can be in full time education. Progress will thus to an extent be dependent on opportunities in individual placements.

78. Although set in occupational contexts, the core area objectives can be expressed in generic terms. Thus, the achievement of these objectives should have a double significance for the trainee because it demonstrates both an ability to perform a specific element of a job and the ability to perform to a recognised level in a core area which has application in another Occupational Training Family.

79. MSC has worked with CGLI to establish the standards for these core objectives which are stated in functional terms i.e. use in employment rather than in subject or academic terms. Because these objectives are work related, new assessment strategies will have to be devised.

**Practitioner Guide to the YTS Core Part I Numbers, Communication, Problem Solving, Practical, Part II Computer Literacy Information Technology (forthcoming MSC 1984).*

*Evaluation of YTS Content; MCS paper AGCS/84/5.

**See *TRADEC* / FEU, 1983.

80. It is hoped eventually to be able to enter separately on each trainee's certificate, his/her achievements in terms of core area objectives and in occupational terms.

FEU View on Core and Basic Skills

81. To many teachers and tutors, basic skills are associated with remedial education; to others they are associated with survival and coping in adult society; others see them solely in terms of manipulative tasks. As mentioned earlier, the FEU favour a wider definition of core and basic skills and whilst there may be different interpretations, there is much common ground. In the continuing uncertain employment situation, few would disagree that young people in transition require a broad-base of achievement in skills that are common to many occupations. Beyond this, the skills required by an individual must relate to the characteristics of that individual and to the opportunities that exist.

82. The need for this wider concept of skills* and for a generic approach to vocational preparation is argued elsewhere, and the main points that emerge are:

(i) The use of a skill cannot be disassociated from knowledge, understanding, practice and attitudes;

(ii) A skills-based curriculum with a relevant vocational focus not only provides essential competencies but also the right kind of stimuli for the young person to experience the wider aims of education;

(iii) The term *skills* should be used to describe a range of competencies: language skills, number skills, manipulative skills, problem-solving skills, learning skills etc;

(iv) Vocational preparation should provide young people with a range of generic skills to improve their adaptability and potential for progression;

(v) Both general and specialist subject teachers and industrial tutors should be encouraged to regard themselves as facilitators of the learning of basic skills, using the teaching of *any* skill as an opportunity for wider learning;

(vi) Skills across a curriculum requires a co-ordinated approach to on and off-the-job training/education and a need for all trainers/teachers to have as their concern, the teaching of core-skills;

(vii) Teaching for transfer might be enhanced if a more reflective mode of learning is used, based on the notions of skill ownership.* Teachers and trainers need to encourage young people to become aware of the links between different kinds of activity and that they already possess skills which can be used in a range of contexts.

83. Adaptability and versatility are desirable trainee attributes which are best acquired through trainees being made aware of the process of their own learning. Thus, it is paradoxical that in attempting to improve the effectiveness with which trainees are able to demonstrate the products of learning, teachers and trainers may be neglecting to encourage the development of trainees' learning skills, and their ownership of those skills. There is a natural temptation to concentrate on improving the output of learning: the product, and to ignore the (more transferable) process of learning by which the product is achieved.

The Design of Core Area Learning Opportunities

84. It is MSC's intention to provide a Practitioners Guide on planning work experience using core activities. This will recommend that Managing Agents/Sponsors should identify and provide opportunities for trainees to acquire competence in the core learning objectives, and suggest that Managing Agents/Sponsors offer as many as possible of some 23 core activities, preferably in the form of work based projects. In the absence of any immediate guidance, colleges are advised to adopt an approach to the design of core learning opportunities, based on FEU's common-core checklist as described in Appendix III.

A Minimum Core Checklist

85. The full FEU core exceeds in some respects, the core as defined by MSC, and in other respects it is deficient. A case has been made elsewhere in this

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**Basic skills* FEU, 1982

*The IMS refer to skills ownership in *Foundation training issues* 1982 and MSC refer to the idea of "owning" skills. FEU have a project Teaching for Transfer (RP 129) currently being evaluated by colleges.

document for the complete FEU core to be used as a check-list for the whole of YTS; as it contains suggestions regarding content, processes, experiences and values related to all of the eight YTS design elements. However, because YTS is primarily a work-based scheme, the MSC are concerned to define core skills in terms of occupationally based assignments rather than in terms of generic aims and objectives. As such, colleges may have some difficulty in identifying a core to which they can relate. It is suggested that one resolution of this apparent mismatch is for both colleges and employers to check each trainee against a *minimum core checklist*, such as suggested on the next page. It can be reproduced on a single piece of paper. It is no doubt capable of improvement and, in the light of further research and development, it will if necessary be revised. It has been derived from a variety of existing schemes.

86. The use of this minimum core as a checklist is not, hopefully, to be interpreted as an outcome of reductionism – rather as a common basis of negotiation between all concerned: colleges/schools-employers-trainees. Used as a checklist it avoids defining where the learning should take place or who should provide it. Generally, however, we would hope that colleges/schools would offer to provide for each trainee that learning necessary to remedy any deficiencies identified. Similarly, we would hope that colleges would offer to provide for each trainee, a range of additional learning opportunities, such as discussed in paragraph 70, according to the trainees' level of achievement, identified by the checking process.

87. The flexible use of such a minimum common checklist will enable colleges and employers to cater for variations of trainee ability within YTS, allow freedom to make the 'skills' more vocationally specific in the light of any particular scheme and provide coverage of occupational skills. The more complete core described in Appendix III should not however, be ignored. For example problem-solving (common core aim 8 2) should not be exclusively regarded only as a high-level skill, neither should it be restricted solely to an educational context or to a specific training situation. Similarly, the requirements of computer literacy can go well beyond the minimum suggested.* In designing learning to fulfil core-skills, trainers and tutors need to do more than just set up assignments to evaluate an end-result. A trainee's performance may not achieve all the objectives but what objectives they do succeed in attaining should be acknowledged. This is why a profile-type record of achievement, is valuable. Success should be positively acknowledged rather than recording suggestions of (comparative) failure or non-achievement. (See Section Three, Assessment.)

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*See *Computer literacy Part I: a managers guide* FEU, 1983.

A SUGGESTED MINIMUM YTS CORE CHECKLIST

CAN THE TRAINEE ???

1. NUMERACY

1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals.
1.2 Decide when to use calculators, tables, pencil and paper or mental arithmetic.
1.3 Interpret place value.
1.4 Convert fractions to decimals and vice-versa.
1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units.
1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time.
1.7 Interpret and use tables of figures.
1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator.
1.9 Apply and interpret ratio and proportion.
1.10 Calculate averages and percentages.
1.11 Make elementary algebraic substitutions.
1.12 Describe the properties of common shapes, and measure angles.
1.13 Make calculations and estimations of perimeter, area and volume of right-angled figures, circles and cylinders.
1.14 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose.
1.15 Appreciate perspective.

2. COMMUNICATION

2.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose.
2.2 Be able to read and understand written questions and requests.
2.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements, and identify instances where expert advice is relevant to a matter of opinion.
2.4 Find and use information from a variety of given sources, including electronic information sources.
2.5 Listen to, and understand information and requests given orally.
2.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar.
2.7 Explain and describe events, processes and opinions sensibly and clearly in writing.
2.8 Make notes for own use.
2.9 Be able to express tabular or graphic data in written form or vice-versa.
2.10 Fill in forms correctly.
2.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences.
2.12 Make a disciplined contribution to group discussion.
2.13 Use the telephone effectively.
2.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses.
2.15 Experience membership of, and practice communication in, a variety of groups.
2.16 Experience various roles in these groups.
2.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn.
2.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose.
2.19 Critically appraise examples in a medium of communication with which they have experience.

3. PROBLEM SOLVING/PLANNING

3.1 Produce alternative solutions or explanations to given problems.
3.2 Identify what evidence would support a statement or a guess, and what would cast doubt on it.
3.3 Consider or eliminate alternatives, in a systematic way.
3.4 Generalise as appropriate from previous experience or data.

4. COMPUTER LITERACY/IT

4.1 Recognise various pieces of computer/IT hardware.
4.2 Recall an appropriate computer-based vocabulary.
4.3 Use a terminal or micro-computer to run pre-prepared programmes, and to edit a document.
4.4 Use a commercial teletext or viewdata system.
4.5 Work with various computer assisted systems.
4.6 Recognise the limitation and potential of computer systems.

5. PRACTICAL SKILLS

5.1 Use a basic range of measuring instruments.
5.2 Use a variety of hand-tools, implements and basic power tools/implements.
5.3 Perform processes such as cutting, joining etc. on a range of basic materials.
5.4 Plan and perform processes such as assembling, dismantling, sorting etc.
5.5 Demonstrate an awareness of safety, hygiene and other environmental requirements appropriate to their OTF.

SECTION EIGHT
GUIDANCE AND SUPPORT

MSC Criteria – Advice and Support

88. Any programme of training should provide opportunity for trainees to:

> "receive advice and support throughout the programme under guidance and counselling arrangements agreed with sponsors".*

Managing Agents/Sponsors must identify a scheme leader (who may be the same person as the named person for guidance) to:

(i) take overall responsibility possible in conjunction with others, for designing and writing scheme proposals;

(ii) act as a focal point for administration enquiries from MSC staff, trainees, supervisers etc. (N.B. The scheme leader does not have to answer enquiries personally but should be able to direct them to the appropriate contacts);

(iii) ensure the monitoring and evaluation of the scheme's progress.

It is felt that the general nature of guidance and counselling should be reasonably consistent throughout the programme, that the advice and encouragement given in the work experience situation should in general be complementary and not conflict with that received at other stages of a programme. The off-the-job tutors will be working with trainees, including assessing them in a different environment; nevertheless it is as desirable for sponsors to co-ordinate guidance aspects of their parts of the programme as it is to integrate the organisation details (mentioned in paragraph 13). The importance of guidance and counselling for young people was recognised by the Council for Europe in Strasbourg, May 1982,** which noted that, in preparing young people for life in society, special attention should be paid to their needs in the years just before and just after the end of compulsory education.

Managing Agents/Sponsors should recognise that they are the key agents responsible for co-ordinating guidance and support and must ensure that each trainee has access to a named person within the scheme who is responsible for:

(i) reviewing the trainees progress on a regular basis;

(ii) liaising regularly with other members of staff in the scheme;

(iii) maintaining contact with the agencies, e.g. MSC, about trainees;

(iv) ensuring that the trainees needs for guidance and support are met either by that named person or some other appropriate agency.*

Trainee Self-Development

89. The YTS guideline on guidance refers to a "range of activities and processes through which a trainee is encouraged to take charge of, or take responsibility for the decisions that relate to his or her own development and so to promote self-reliance". FEU supports this interpretation and would endorse the activities also identified in the guideline (namely teaching, advising, counselling, informing and taking action). These were identified in an FEU Staff Development Publication *Tutoring*. It is suggested in this publication that guidance is appropriate at various 'stages' of the trainee's involvement in the scheme: before entry at selection, at induction, whilst managing the experience, and at transition. (MSC refer to these stages respectively as pre-entry; entry (induction and initial assessment); and; exit and progression from the scheme).
Using such an analysis, it is possible to identify a number of factors that those responsible for the schemes might pay attention to, as shown in Figure 2 on next page.

90. It is clear that many people, including tutors, supervisors, careers service, voluntary counselling agencies and so on, have a part to play in the provision of guidance to trainees. Naturally the level of their involvement will vary according to the stage, the course organiser will be likely to have a prime and important involvement at selection although lesser involvement

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*Youth task group report. MCS, 1982, paragraph 4. 10(h)
**Declaration—Council for Cultural Co-operation: Project No 1. *Preparation for Life.* Council for Europe Strasbourg 14 June 1982.

*Managing Agent/Sponsor, should inform each trainee who is available both inside and outside the scheme to provide them with guidance in respect of work, educational and personal issues.

Figure 2 Issues and Aims in Guidance*

MSC Stage	FEU Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Pre-entry	Selection	'What are my skills?' 'Which do I want to develop?' 'In what ways will this opportunity help? 'What will the course be like?' 'What demands will be made of me?'	To help identify learning needs and create a learning agenda. To help the student appreciated the aims method and content of the opportunity. To help the student understand the costs/ benefits of the opportunity	School staff Careers officer Other selectors Careers adviser Student counsellor	Negotiating Contracting Liaison	Individual work
Entry (Induction and Initial Assessment)	Induction	'Where is everything?' 'Who is everybody?' 'What do people expect of me?' 'How do I get out of here?'	To assist the student in coping with the transition. To help the student come to terms with the consequences of his/her decision. To enable the student to confront, explore and work through his/her anxiety.	Subject teachers College counsellor Careers adviser Careers officer	Informing Referring Advising Monitoring Counselling Liaising	Group-work Individual work
Scheme	Experience	'How am I doing?' 'Why do I have to do . . . ?' 'Am I happy with this course?' 'Am I getting what I wanted?'	Helping the student review and reflect. Helping the student face consequences. Checking out whether the course is meeting the contract. Being vigilant to the student's progress and alert to any blocks to learning.	Subject teachers Work-experience supervisor Careers officer College counsellor	Assessing Coaching Teaching Confronting Disciplining Representing Feeding-back Counselling Referring	Group work Individual work
Exit and progression	Transition	'What have I gained?' 'What do I want to do next?' 'What do I need to do about it?'	Helping the student review what he/she has done. Helping the student examine a range of possible options and choose between them. Helping the student explore consequences of other options. Helping students implement action plans.	Careers adviser Careers officer Work experience supervisor	Assessing Evaluating Counselling Referring Refereeing	Group-work Individual work

*Adapted from Section 2 of *Tutoring* FEU, 1982.

during the work experience stage. As with other aspects of the scheme however the multi-agency nature of the guidance provision indicates a need for collaboration and consultation between such providers.

91. One way of achieving this necessary inter-agency approach is by the planned provision of a personal guidance base (PGB) aimed at maximising the guidance resources currently locally available in YTS to support trainees. In this way they can recognise their progression in terms of personal achievement, development and confidence. In an FEU document *Towards a personal guidance base** the authors conclude:

> "Whatever its role in a Local PGB, a FE college has to determine how much attention guidance is given within its own structure, and how this guidance is to be provided . . ."

The Quality and Provision of Guidance

92. In *Planned work experience* MSC recognise the line manager's responsibility for guidance and the need for them to be trained to offer guidance and advice to trainees when needed; and in MCS guidelines reference is made to good first-line supervision and the provision of "someone on whom young people can model themselves as they learn to cope with responsibilities and relationships at work." The off-the-job training/education tutor similarly undertakes this role and may also be regarded as a model in that sense. Thus any guidance system that emerges needs to make best use of the skills, experience and expertise of the first-in-line supervisor together with the appropriate support of the specialist. It may be that specialists should look toward their role as supporters of the first-in-line supervisors as much as the trainees.

93. A further point to bear in mind when considering guidance for progression is that trainees are free to exit from the scheme at any time at one week's notice. Guidance at transfer and particularly during occupational sampling will be crucial to sensible decision making. An example of good practice noted by an MSC evaluation study** is the provision of a week off-the-job near the end of the course which enables pre-exit guidance and counselling to be given particularly for those who are likely to leave with no job or further course to go to.

94. Trainers and teachers who have worked with young people will not need reminding of the considerations which were identified in Appendix 3 of *Vocational preparation* paragraph 2.2 which states that "the guidance and counselling that a young person receives throughout his programme should be objective, well-informed and supportive. This requires considerable skill from the counsellor whether he/she is a teacher or trainer, not only in providing this type of support but knowing when to 'refer' the young person to an appropriate specialist, should this be necessary."

95. The careers service would be an appropriate agency to which trainees with occupational guidance needs should be referred. Some YTS sponsors and providers, including most colleges, will have careers advisers on site to give clinics or information enquiry services. There may be a need to consult with careers officers over the training and siting of such services; or on procedures for referral to careers offices when they are not available on site. Advisers with expertise and experience in the needs of unemployed clients may be needed for the servicing of YTS trainees.

96. Trainees with significant personal or domestic problems may need to be referred to a voluntary counselling agency or to welfare services in the college. YTS providers who expect to recruit a substantial proportion of trainees with such difficulties might be well advised to seek help from such agencies and to establish guidelines for responding to serious personal problems. Some voluntary organisations with substantial involvement in YTS (such as NACRO, CSV, YMCA and CSSW) may be able to offer particular expertise here.

97. The programme tutor in the off-the-job situation can perform a pivotal role between trainees, the college/school and with outside agencies, but it is important that the limitations of this role should be appreciated. There is a danger that the tutor may become over protective and possessive, feeling that his/her position uniquely qualifies him/her to help trainees to make their decisions; – thus effectively preventing the self-reliance that is the prime focus of the guidance role. This viewpoint is examined in

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*FEU, 1983

**Evaluation of YTS content; MSC paper AGCS/84/5.

*ABC in action**, paragraph 92 and in this respect "it is probably essential for the programme tutor to have the back-up of a professional counsellor, if only to provide a neutral person against whom he/she can test ideas and problems".

Guidance and Counselling as a Focal Point

98. Guidance and counselling is a part of learning, the skills used within guidance work are relevant and useful to the whole student-centred approach to education. It is certainly intended to be an integral part of the Youth Training Scheme of particular significance to the personal development of trainees throughout the programme. It is an important focus for continuous assessment and reflection and an integral part of the process whereby the trainee is encouraged to become increasingly self-reliant and confident. Thus guidance and counselling skills are essential parts of the repertoire of the tutor (whether college-based, or industry-based or community-based).

99. In off-the-job training and education, staff may need to reflect on their role as tutors and explore their tutoring skills in order to consider how best to organise opportunities for trainees to discuss their needs, perhaps outside that time allocated to assessment and the 'timetable' as such. The work experience supervisors, trainers and teachers in off-the-job training and education will need to exercise sensitivity and discretion in developing the individual trainees' skills in this direction. A trainee's ability to evaluate his/her own performance objectively and then record observations and self assessments, can only develop over time. Aids to this process could be the diary entries required under the review of progress, and of course profiling, described particularly in Section Nine of this document. These will encourage reflection by the trainee and promote, with sensitive guidance, more confidence in his/her own judgement and analytical capacity.

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*FEU, 1981

SECTION NINE
RECORD AND REVIEW OF PROGRESS AND ACHIEVEMENT

MSC criteria — a Foundation for Progression

100 The *Youth task group report** emphasises

> "That each young person on the scheme should secure a record of achievement which must be recognised by employers and others and act as a foundation for progression to work, continued training or relevant further education. To facilitate this and the achievement of other objectives, standards must be established and model schemes promulgated."

It is now a mandatory requirement that Managing Agents/Sponsors ensure a systematic review and recording of trainees progress thoughout each element of the scheme, and their scheme proposals must indicate:

(i) how the reviewing and recording process links with the training contents;

(ii) who will be responsible for reviewing and recording;

(iii) when review and recording will take place.

FEU View

In a programme which combines work-based with off-the-job experience it is likely that different members of staff will have to record, and perhaps review, different experiences in isolation from their colleagues. However it is important for all to understand that for a young person to perceive the integrated nature of a programme, and for the acquisition of core skills across a range of experiences to be recognised by that young person, the activities of all staff must somehow be co-ordinated. The recording and reviewing of a young person's achievements must represent a comprehensive and coherent view, not a fragmented and unbalanced set of occurrences.
Experience to date shows that it may be possible to achieve more consistency of recording by the off-the-job tutors if they are involved in visiting trainees during work-experience and especially if trainers and teachers meet for assessment and for programme review and development.
A trainee log-book, accessible to on-the-job and off-the-job tutors, reviewed effectively and formatively, could aid integration of assessment.
Maintenance of consistent standards will be important as emphasised in Section Three.

Certification

101 The MSC reviewing process should enable a variety of experiences and achievements to be recorded and trainees completing the Youth Training Scheme will receive certification comprising different sections. One section gives:

(i) *basic information* identifying the trainee, the Managing Agent, and the scheme;

(ii) an identification of *core areas* attainment; FE tutors may well be involved in recording details here, also in;

(iii) *occupational achievements and experience*, and any additional achievements, also recording experience in other learning opportunities.

Other sections will probably take into account the diverse trainee achievements likely to exist within YTS, providing information and details of the training plan, certificates and qualifications awarded. A certificate folder may also contain formative records and assessments such as the trainees log book and diary. MSC will continue to give instructions and guidance to Sponsors on certification details, such as how training is verified both during planned work experience and off-the-job training/education. The Managing Agent is responsible for providing suitable documentation designed to facilitate the recording and reviewing of trainees progress within a particular scheme. All young people should be entitled to receive a YTS certificate regardless of how long their YTS programme lasted. Their certification should provide a unique profile of their experience and progress within the OTF's in which they are trained.
As was stated in paragraph 35 the actual form of YTS certification is capable of further development, but for 1984 it is to take the form of a relatively brief document giving basic data with respect to the Managing Agent/Sponsor and of the trainee. It will give a summary of

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*MSC, 1982 paragraph 4.11.

achievement, experience and training received, as they relate both to the employer's occupational area and to the design elements of YTS. It will also relate to the whole training/education received by the trainee. This programme should be attached to the certificate. The provision of a comprehensive personal profile for each trainee as promised by the MSC is therefore unlikely to be fully realised for all YTS trainees. Many employers claim that such a profile is too demanding a task for them to fulfil. This is regrettable and it is hoped that colleges who are participating in the scheme will be able to assist employers in the construction of a profile. Colleges involved in providing off-the-job training/education and core-skills (see Section Seven) should be able to provide at least their share of a profile for each trainee. CGLI, RSA and TEC are now using 17 + curricular profiles often related in some way to the FEU core in Appendix III. Many YTS schemes are capable of including these curricula and the profiles/certification associated with them could be used by colleges as a basis for development and negotiation with a Managing Agent.

Records of Achievement and Profiles

102. Both MSC and FEU acknowledge the differences in vocabulary that exist but suggest that:

> "The document of progress" as mentioned in the White Paper, the 'portfolio' of assessment as described in MSC's *NTI: an agenda for action* or the 'student profile' as described in FEU's *Vocational preparation* are all basically the same thing and in time it should be possible to work towards some uniformity."[*]

Whether a profile subsumes a record of achievement or vice-versa, is perhaps not so much a matter of principle but of design. It is possible to have a student/trainee record in the form of a comprehensive log or diary spanning activities over several months, and several types of scheme include this feature. Sensitively monitored by a tutor, trainer or supervisor – the construction and discussion of that record is for both 'teacher' and 'learner', a valuable exercise. To what extent it is used by careers officers or potential employers will depend not only on its content, format and bulk, but also on the pressures under which the reader is working. As a basis for interviewing, the discussion of a diary or log-book has probably no equal; as a basis for initial screening in a highly competitive labour market, it is less likely to be used. Conversely, a student/trainee record comprising a single progress sheet or a short report may well be amenable to a summary assessment after discussion and as such could be a valid contribution to a profile.

103. Profiles then, are records of assessment constructed by tutor/s involving a measure of student/trainee participation,[*] hopefully accompanied by counselling and guidance. Counselling, guidance and assessment is unified as a single curricular element in FEU terms, whereas MSC sees assessment as a separate aspect. Assessment and reviewing progress is a necessary task (see *Tutoring*[**]) of the tutor. It can be used not only to build up a profile and offer feedback to the trainee but as a very important medium for general vigilance, and thus the provision of guidance and support throughout the scheme. A profile is an open document meant for public consumption; it should not be a confidential report; Profiles should be comparable but not competitive; they can record a wide range of knowledge, skills and experience which cannot be aggregated (conflated into a single grade). This preserves the strengths of individual achievements in the separate elements assessed.

104. The quality of a profile is related both to quality of the scheme content and of the individual assessments. "A poor quality curriculum in terms of content, design, or implementation is not likely to produce a useful profile, however accurate the assessments appear to be. Similarly, poor quality assessments based on well designed curricula are also unlikely to produce worthwhile profiles."

Trainee Centred Reviewing

105. The joint trainer-trainee appraisal opportunity mentioned above is a procedure by which trainees can review and assess their own learning needs and progress. This can be done in a combination of ways: in discussion

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[*] NTI MSC/FEU Joint Statement 1982 paragraph 5

[*] See *Profiles* FEU, 1982

[**] FEU, 1982.

with tutors and work experience supervisors, and by the keeping and reviewing of student: tutor contracts, diaries, log books and progress sheets. This form of reviewing can be undertaken throughout the programme and/or particularly used to monitor induction, work experience and a residential experience. In *Profiles* we point out that:

> "Because Trainee Centred Reviewing (TCR) is essentially open-ended, and because profiling works towards a prestructured document, they have in the past been regarded as potentially conflicting. It is our view, and that of CCDU, that they are essentially complementary. It has always been intended by FEU that profiles were to be both a formative and a summative record; formative in that they are built up progressively over a period, with the active participation of the learner, and as a way of monitoring progress through an agreed curriculum; summative in that they provide a record of attainment which is available to employers and future scheme providers, so assisting the progression of the young person."

Evidence of Achievement

106. The role of the education sector in recording and reviewing in YTS will be determined by the Managing Agent in a particular locality, and will vary from scheme to scheme.

The logbook and training diary, profile and other records, such as personal interest record, can be used as evidence of achievement by young people seeking progression. As we have said in paragraph 72 and elsewhere, the accreditation and valuation of the profile/certificate etc., will inevitably be by the 'consumer'. Employers will naturally be concerned with those skills, abilities and experiences acquired by each trainee relevant to their occupational needs; and it is to be hoped that they will concentrate on what the trainee has done rather than on generalised and stereotyped 'levels' of attainment which all too often obscure particular strengths as well as weaknesses. Trainers, tutors and examining/validating bodies have a similar obligation to analyse in some detail the positive aspects of each profile. Entry to programmes of further training and education should, like employment, relate more specifically to what the particular trainee has done rather than to generalised and stereotyped 'levels' of norm-references achievement. Thus the right to accredit or evaluate a profile/certificate carries with it the responsibility to describe accreditation/evaluatory criteria in a vocabulary that is specific and supportive rather than general and punitive.

There is however, some evidence that work experience providers are not making any entry in the trainees logbooks or diary, there is in many cases no written record by supervisors and instructors about the trainees progress, abilities and achievements. Similarly there is hardly any evidence of separate assessment in the core areas and recording of progress in the core areas is rarely done.*

Three Inter-Related stages of Assessment

107. We have above briefly reviewed the processes by which reviews of progress achievement are carried out and recorded. Relating these to assessment (see also Section Three) we can perceive three inter-related stages:

(i) *Diagnostic assessment:*
formal and/or informal at initial selection, during induction, and at other 'decision stages' throughout a programme. Ideally used together with the trainee to devise their own programme (see paragraph 32);

(ii) *Continuous assessment:*
takes place throughout the programme: incorporating the recommended periodic view** a logbook/diary with a profile recording facility;

(iii) *Summative assessment and certification:*
on programme completion a profile of final 'performance', to include certification; including exemptions relative to further progression and access into further/other programmes or elements of FE.

108 All this means that, with respect to YTS trainees, employers, examining boards, colleges etc should relate their requirements to the 'output' criteria and learning opportunities offered by YTS, rather than solely to 16–18

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*Evaluation of YTS Content. MSC paper AGCS/84/5 presented to Advisory Group on Content and Standards (May 84 meeting).

***Reviewing and recording of progress/achievement YTS Guideline No 9*, 1982.

qualifications. YTS is supposed to be about improving and widening opportunity through increased flexibility. Much of this document has been concerned with supporting the input to YTS to bring about this flexibility. It would be ironic if no such move towards creating a more flexible approach in terms of YTS output was made by the consumers.

SECTION TEN
STAFF DEVELOPMENT

MSC Criteria — an Essential Part of Delivery

109. Throughout this document a common focus is the need for staff development and training, as the *Youth task group report** puts it:

> "an essential part of delivery in the new scheme will be in-service training refresher training of supervisors, line managers and instructors, further education staff, and other education and youth service tutors. It is essential that MSC should contract with the other providers' to develop and fund a network preferably based on existing organisations and institutions, of accredited centres for these purposes."

MSC Accredited Centres

Accredited Centres within MSC Areas are concentrating primarily on the needs of instructors, tutors, lecturers, teachers and front line supervisors who are directly involved in running YTS programmes. In addition they will meet the requirements of managers, programme designers and others less directly involved in YTS. Some more specialised provision may also be necessary, eg for the 'responsible person' nominated by each managing agent.

The Centres are MSC funded for two years (from 1983) initially and thereafter are intended to be self-supporting. Support for the in-service training of teachers funded by LEA/MSC arrangements under the 'Robertson Shilling' have been discontinued when the Youth Opportunities Programme ended in 1983. Training for teachers involved in YTS will be available on an inter-agency basis through the MSC Acredited Centres. Staff training co-ordinators located at these centres are responsible for co-ordinating the staff training provision in the area.**

Co-ordination

110. The most significant change in operational procedures and communication networks will be, for the college or school, a closer and more regular working relationship with employers. Many institutions will have a wealth of experience in this respect, as many departments will have had industry based students or college based students with employers, whom staff visit; and liaison will often have been formed through Advisory Committees, TEC Advisory Committees etc. However the extent and complexity of the new schemes requires a matching of the varied components of a programme, and help for the trainee to make a productive transition from school to college, to work experience and beyond. Schemes involving a large number of Sponsors/Providers will need special co-ordination and therefore staff support and training. MSC recommendation that teams should be set up is welcomed (see paragraph 21).

Methods and Strategies

111. Different teaching and learning strategies may be called upon to support young trainees who may be apprehensive of conventional education. FEU publications such as *Vocational preparation*, *Basic skills*, *Tutoring*, *Profiles* and *How do I learn?* are all relevant for staff needing to review their approaches and adapt to the demands of the new FE. This contribution is recognised in paragraph 9 of Annex II to Circular 6/82* the FE Teachers Sub-Committee ACSET, which examines teacher training and staff developments. A relevant paragraph (ii) is quoted below:

> "The major thrust in the process of staff development must begin from the needs of teachers and tutors where they are located, taking account of the shape of the curriculum as it emerges and of staff's own varied backgrounds. The majority of their needs cannot be determined prior; those of a young general studies lecturer will differ greatly from those of an experienced teacher of construction studies, to take but one example, and they may have different abilities in such matters as 'marketing' of the potential college contribution to the work experience scheme, or devising and negotiating trainee-centred curricula, or operating appropriate forms of assessment. No single structure of courses is likely to be appropriate to meet all these diverse needs. Indeed, given that the philosophy of vocational

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*MSC, 1982 paragraph 5.24
**See Appendix IX.

**Circular 6/82* 8 September 1982 DES The Youth Training Scheme: implications for the education service.

preparation is based on meeting the needs of the trainee on, as far as possible, a personal basis relevant to the context in which he or she is placed, rather than imposing the curriculum from outside (other than broad learning objectives and guidelines), it would seem appropriate that the same philosophy ought to apply in respect of 'training of trainers'."

Assessing Staff Development Needs

112. In an FEU publication* relating to teaching staff development for vocational preparation, it is suggested that a self assessment process by the staff themselves may be required in order to identify the abilities of individuals and programme teams. A suggested checklist of abilities for this process is as follows:

(i) A student-centred approach:

the negotiation with, and counselling and guidance of learners about their learning programmes, supported by formative and summative assessment;

(ii) Curriculum innovation:

the ability to introduce and implement new curricula;

(iii) Method innovation:

the use of participative teaching/learning methods, including simulations, role-play, group work of various kinds, and residential periods, and the design, construction and use of profiles and other records of achievement;

(iv) Team co-ordination:

the management of the various activities of a number of teachers contributing to a vocational preparation programme;

(v) Team membership:

the ability to contribute successfully to the operation of a team of vocational preparation teachers in designing, implementing and evaluating the curriculum;

(vi) Liaison and negotiation:

the development of co-operative working arrangements with other groups of teachers and other agencies outside the college;

(vii) Basic skills teaching:

an understanding of the concept of basic skills and the ability to work against a checklist of identifiable skills (rather than a syllabus) which emphasises the process of learning as well as the content.

113. *Teaching skills* invites tutors (and others) about to be involved in YTS or other modes of vocational preparation; to consider a series of key questions based on the checklist in paragraph 112 appraising their experience in the areas shown in the checklist. The support of a relevant (and often individual) programme of development and training is then required. We have said elsewhere* that this is demanding work and should be recognised as such, it is also acknowledged that given guidance and support, staff expertise will develop as YTS schemes develop.

Support

114. To support the educational provision the college/school will need to establish an organisational framework, probably comprising:

(i) A college/schools co-ordinator designated with overall responsibility for all YTS to liaise externally and facilitate internal communication;

(ii) Team leaders heading up groups of staff variously responsible for given inputs and having clearly defined roles and briefs in connection with assessment guidance and counselling; and also possessing co-ordinating and staff development skills themselves;

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* *Teaching skills* FEU, 1982.

* *Vocational preparation* FEU, 1981

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(iii) Team members conversant with YTS scheme aims; sympathetic and sensitive to clientele; confident to carry out profiling and associated guidance; and with the ability to develop basic skills via teaching for transfer. These skills and the development of negotiating skills and competence in communicating and liaising with other team members require time and effort;

(iv) Time and opportunities for staff development may be limited, but staff will need to appraise individually and collectively their own needs and develop professional and interpersonal skills in tandem with programme development. Regular (e.g. weekly) meetings of the teaching time timetabled at a convenient time, have proved to be effective.

It will be necessary for senior managers who will be involved in the provision of YTS to develop new skills and attitudes, and become familiar with new areas of administrative and managerial information. The success of YTS schemes will depend as much on the activity of senior managers, such as Principals of FE colleges and Principals of careers offices, as on the tutoring and teaching activities of supervisors and lecturers. YTS poses new problems for the management of colleges, not least in the requirement to operate in co-ordination with an outside Managing Agent and its constituent partners in the Scheme. Training senior management should be a crucial part of the total YTS strategy for staff development.

The FEU has a considerable commitment to staff development and training. It supports local and regional networks and it is developing an information network which should be compatible with that being developed by the MSC Accredited Centres. Direct requests for support and information will always be considered.

A major strand of FEU policy in providing practical support for the development of vocational preparation has been the establishment of a national network of Regional Curriculum Bases in co-operation with the Regional Advisory Councils for Further Education in England and Wales (RACs). Appendix X gives details of these centres and describes their co-ordinating and collaborative function between the FE system and the Accredited Centres.

SECTION ELEVEN
EVALUATION

MSC Advisory Group on Content and Standards

115. The recommendation to set up a professional group of members representing all interested parties has now been implemented through an Advisory Group on Content and Standards which advises the National Supervisory Board on matters relating to criteria, standards, records and profiles, on learning processes within schemes, and on programmes of in-service training and development. The intention is also to promulgate model schemes for the benefit of Sponsors. Quality assurance is regarded by the MSC as a key to the success of the new Scheme.* This will extend to the approval of Managing Agents, assistance in establishing and maintaining standards and the evaluation of the performance of such agencies. The importance of in-service training and refresher training of supervisors, line managers and instructors, further education staff and other education and youth service tutors is also recognised (see Section Ten).

Types of Evaluation

116. Evaluation of YTS programmes and opportunities may be conducted by outside agencies (academic researchers; quality assurance service inspectors), by colleagues within a local network (staff of managing agencies, major sponsors, education and training providers), or by internal team members (some or all of the teaching staff of a college 'voc prep' team for example). This variety of possible evaluators is paralleled by variations of evaluation purposes. Outsiders may want to appraise the possibilities for achieving common standards of training quality nationally, or to promote such standards. Network peers may exchange views of operating problems and analyses of particular training processes in order to find ways to foster curriculum development and staff development. Internal evaluations may provide opportunities for team members to make judgements about each other's current performance and review their unit's aims, methods and organisation. Appendix V expands on this and suggests some approaches to:

(i) Evaluation conducted by outside monitoring agencies;

(ii) Network evaluation;

(iii) Self-evaluation.

117. This section reviews briefly those aspects of YTS which have been described in this document as relevant to the contribution that may be made by an institution – the term institution refers to colleges, schools or LEA's –; and having regard to the guidance contained in Appendix V, it describes what an institution might do to evaluate the extent to which it has supported YTS.

Questions to be Answered

118. Section One, in introducing the three objectives of NTI, raises questions as to what extent the institution has involved new client groups, to what extent it is involved in the planning of overall schemes and to what extent the institution is looking beyond NTI objective 2.

119. Section Two, in dealing with Induction, raises questions regarding the extent to which the college induction process is a planned process, complementing that carried out by the employer, understood by teaching staff and helpful to the young trainee.

120. Section Three deals with Assessment and again raises questions regarding the extent to which it is a planned process complementary to that carried out by the employer, understood by the staff and supportive of the young trainee. This section also raises questions with respect to the nature of the assessments and the degree of involvement by the young person in those assessments.

121. Section Four describes the process of Work Experience. Questions raised are those concerning the way in which the institution perceives, values and uses workexperience as part of the learning experience it offers to the young trainee. The extent to which the institution has been involved in the planning of this work experience may also need recording.

122. Section Five deals with Occupationally Based Training and raises questions similar to those generated in Section Four. To what extent is the institution involved in the planning of this training; to what extent does the off-the-job learning relate to the occupational training and to

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* *Youth task group report* MSC, 1982 paragraphs 5.21–5.24

what extent has the institution ensured that all trainees have been checked against a core? What has been done about possible progression?

123. Section Six deals with Off-the-Job Training/ Education and the assumption is that a college provides a major proportion of this element. Many of the questions raised in the previous sections are again raised here although some are inverted. To what extent has the employer and the young trainee been involved in the planning of this element? To what extent does it relate to the other programme elements; does it provide learning opportunities related to the six areas laid down by MSC; does it provide a range of basic skills such as suggested by FEU, how are they assessed and how are they valued by the trainees and employer?

124. Section Seven describes the Core areas as so far defined by MSC and suggests the use of a minimum-core checklist. The questions raised are similar to those raised by Section Six but added to which may be others concerned with the extent to which the core areas are not only used as a checklist by the institution but also as a focus by its staff for interdisciplinary learning and for emphasising transferable skills and processes.

125. Section Eight deals with Guidance and Support. Questions raised are those regarding the extent to which it is planned and supported by the institution, related to the processes of Induction, Negotiation and Assessment, complements work done by other agencies and is helpful to the trainee.

126. Section Nine describes the process of Records and Review of Progress and Achievement. It obviously raises questions similar to those raised by Section Three on Assessment. It also raises additional questions regarding the effectiveness of co-ordinating the data from inside and outside the institution, the degree of expertise in profiling, the assessment of competence and the facilitation of progression.

127. Section Ten deals with the Staff Development necessary for YTS. To what extent has the institution's management set up a supportive structure, used outside agencies and encouraged the staff to identify their training and developmental needs? Few of the above sections do not generate extra demand on the staff and the process of evaluation itself requires staff participation and probably additional expertise.

A Framework for Evaluation

128. From the above, a possible framework for evaluating the educational contribution to YTS, can be constructed. In FEU terms the overall aims of vocational preparation in general, are concerned with personal development and employability through the acquisition of basic competencies and experiences in a supportive environment. Institutions involved in YTS programmes, whatever the mode, need to underpin any evaluative framework with a series of questions based on the overall aims of the common core (as in Appendix III) or the principles of vocational preparation, and examine for example, to what extent the institution has made a contribution to:

> the maturation, transition, competency and progression of each young trainee. These can be regarded as *outputs* of the scheme, although their assessment may not be tidy or easy, hence the need for individual profiles.

A further series of questions on the evaluation of YTS is shown in Appendix V.

129. Thus one aspect of the college evaluation of its contribution to YTS will be an analysis of the individual 'results'. This hopefully, will be more than a simple collection of pass/fail grades for as implied above vocational preparation should involve more than this. Other aspects of evaluation will be the answering of questions such as posed in paragraphs 118–127. These will be seen to be concerned with not only outputs but also processes and perspectives. The FEU will be developing its own evaluation projects in this area and, where appropriate, it will consider supporting others. In the meantime Appendix V could serve as a possible basis for college/school/LEA evaluations of their contribution to supporting YTS.

APPENDIX I

TERMS OF REFERENCE AND STUDY GROUP MEMBERSHIP

The Study Group was established in June 1982 and met five times until March 1983. It was given the following remit:

> To produce a document with a title such as SUPPORTING NTI which in encouraging the FE System to participate in NTI to the best of its ability, will give curricular guidance and support having particular regard to the policies of FEU and the needs of the participants.
>
> The study should concentrate on objective 2 of NTI but not exclusively.

The study group was chaired by a member of FEU Board of Management Mr Jim Deboo, and had members representing a variety of interests.

The Full Membership was:

Mr J Deboo (Chairman)	CBI, FEU Board of Management
Mr T Beaumont	Huddersfield Technical College
Mr E Blundell	Stockport Education Department
Mr S Butters	Institute of Education, University of London
Mr F C Hayes	Institute of Manpower Studies, University of Sussex
Mr J A Hill	Her Majesty's Inspectorate
Mr E Kendrick	Electricity Supply Industry Training Committee
Mr J M Lancaster	MSC
Mr H Lockton	Blackpool and Flyde College of FHE
Mrs P Maple	BEC
Mr J Miller	NICEC
Mr A Pollard	Project Wirral, Wirral Metropolitan College
Mr R T Pryke	Devon Education Department
Ms J Shackleton	Bedfordshire Education Service
Mr J P Swallow	Ongar Comprehensive School/ NAHT
Mr E Tuxworth	Huddersfield Polytechnic
Dr C Turner	FESC Coombe Lodge
Mr T Warren	NATFHE
Mr J W Mansell	Chief Officer, FEU
Mr R D Norman (Secretary)	FEU
Mr J Blythe	FEU

APPENDIX II

FEU RESPONSE TO 'A NEW TRAINING INITIATIVE' MSC CONSULTATIVE DOCUMENT, MAY 1981

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1. The FEU was established in 1977 as an intelligence, advisory and development body for the Further Education Service. Since that time it has been primarily concerned with provision for the 16–19 year olds, but more recently it has expanded its interests to investigate ways in which curricular provision for the disadvantaged, women and girls, and unemployed adults – can be improved.

2. From the outset a significant part of the Unit's activities have been directed to supporting the YOP programmes nationally, regionally and locally. It has produced guidelines aimed at assisting tutors engaged in UVP work and in *A basis for choice* it provided curricular guidance to colleges anxious to provide college-based vocational preparation. More recently, it produced its document *Vocational preparation* which seeks to provide a cohesive curricular framework for the whole spectrum of vocational preparation for the post-16 age group whether employment-based, unemployment-based or college/school-based.

3. In pursuance of its remit and policy, FEU staff not only provide support, guidance and staff development for those in the further education service but they also co-operate with their MSC colleagues in similarly supporting SPD and TSD activities. Close and continuing co-operation also exists between the FEU and Schools Council in the area of 16–19 education and training.

4. It follows from the above that the FEU Board of Management naturally welcomes the MSC consultative document on the New Training Initiative. Indeed, its own document *Vocational preparation* was written quite deliberately as a supportive contribution to the MSC initiative and there is every indication that it is being regarded in that way. The FEU shares the MSC concern that the present situation is unsatisfactory, that there is a lack of commitment, that structural changes in the deployment of skills are taking place and that our present education/training system is not proving sufficiently flexible and responsive to significantly improve the situation. In its reponse to the MSC Review of the Employment and Training Act* the FEU expressed grave doubts as to whether the existing pattern of initial training (and FE) could "remain much longer the predominant mode of producing skilled craft-type manpower in a rapidly changing technological society". The optimism declared in the 1972 D of E document *Training for the future* claiming that a fundamental change in attitude towards training had taken place, was obviously unjustified. The Board thus agrees with the consultative document that a new approach is urgently required.

5. In answering below the six questions posed in paragraph 61 of the Consultative Document it will be clear that the FEU has reservations concerning the apparent lack of coherence of the approach to the training and education of young people.

6. Q.1. "Do you agree that the needs are as we have described them?"

The Board does generally agree with the analysis contained in paragraphs 5–15 of the consultative document. In particular we agree with the point made in paragraph 13 that existing opportunities for comprehensive training is limited to a relatively small number of occupations. The policy of the FEU is that a new and more widely applicable description of 'apprenticeship' is required.

7. Q.2 "Do you agree with the three objectives?"

Objective 1 as described in paragraph 23, concerned as it is with skill training and apprenticeship, is generally welcomed by the Board, provided the vocabulary, interpretation and application of the terms 'skill training', 'apprenticeship', and 'standards of skill' are agreed between the various agencies. The present concept of 'apprenticeship' is now seen by many as too restricted. A wider, more flexible and more comprehensive system of initial training is obviously required. Whether the term 'apprenticeship' is capable of describing such a system, is probably worth some discussion. Similarly, many of the concepts of 'skills' and their mastery are inadequate, in the way they are defined, taught, learned and tested. These limitations in turn create obstacles to the progression that the objective requires. There is especially a need to have agreed interpretation and action in this area between education and training. Too often the designation and testing of skills have a spurious accuracy and in a situation where transferability of, and access to, skill are becoming more important, many of our existing definitions are unnecessarily specific:

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* *FEU response to 'Outlook on Training'* October 1980.

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skills are not the prerogative of a few apprenticeships. The relationship of experience to skill standards for example, is crucial to the document's approach to increasing opportunities for adults and more attention must be given to these concepts before hasty policy decisions are taken.

Objective 2, suggesting as it does, the need to provide some form of training/education for all young people under the age of 18, is at the focus of the work of the FEU. In agreeing with this objective, the Board would wish to see all the modes of operation described in the objective as coming under the heading of vocational preparation. Each mode should contain common curriculum elements and satisfying the same general criteria.* Paragraphs 27–30 of the consultative document do go some way to satisfy this and the need for an inter-agency approach to provide the basic skills, work experience and personal development of young people is a point with which we agree. The inculcation of a broad foundation of generic skills as described in paragraph 28 although absolutely essential, will only be successful if these skills are acceptable and accreditable in more advanced and specific stages of training. Thus the Board is concerned to see that no positive link appears to exist between the modes of vocational preparation described in objective 2 and the new-style apprenticeship described in objective 1. There must be a satisfactory progression from the skills obtained in a foundation-type preparation as described in objective 2, to the stages of skill implied in objective 1. Hence our comments above related to the need to appraise our concepts of skills. If the vocational preparation year is to have value to the 17 + young person, it must have accreditable value in more specific training programmes. Work done by the FEU and by many other organisations (some of which is sponsored by the MSC) is tending to show that the basic skills of communicating and working with people, using, translating and mediating data, performing simple practical tasks, together with a flexible and open attitude – are the core skills which young people need to work (and live) successfully. The mastery of these makes easier, subsequent training in job-specific skills. Much of our initial apprenticeship training is unnecessarily mechanistic, concentrating on 'product' rather than 'process' skills and often based on the assumption that specific 'product' skills automatically bring about social maturation and the mastery of the basic or core-skills described above. Similarly, it must be said that in vocational preparation, the teaching and learning of essential 'product' skills is sometimes neglected. The result is a serious discontinuity between vocational preparation and the more conventional vocational training/education. This discontinuity is not only reflected in the apparent lack of a progressive link between objectives 1 and 2 but also, in much of our existing philosophy of training and education. Objective 3 concerning wider opportunities for adults is highly acceptable to the Board. Again much of what we say regarding the progression and definition of skills and preparation of young people, applies equally to adults. Some flexibility must exist, but within a coherent and progressive modular framework.

8. Q.3 "What do you regard as priorities for action and by whom?"

The FEU would generally be of the opinion that immediate action on all three priorities are necessary. It has noted the action about to be taken as described in paragraphs 49–55, and it is commenting separately on the 'Open Tech' proposal referred to in paragraph 57. The Board is naturally in favour of an expansion and quality development of both YOP and UVP schemes. It is indeed already co-operating with the Further Education Staff College in monitoring the MSC/local authorities Exemplary Projects Experiment, described in paragraph 53. This we see as potentially contributing to improving the quality of YOP. We are also supportive, as we explain above, of the UVP scheme. Nevertheless, as we have pointed out in *Vocational preparation*, there are deficiencies in both YOP and UVP programmes, and more support and development are obviously required. Also, there must be some doubt as to whether enough good quality training places will be available to support all the work experience required in the massive development described in paragraphs 51–55. With this goes our concern of the implication in these paragraphs that college-based pre-employment courses are not vocational preparation. The fundamental point made in our *Vocational preparation* document is that a coherent curriculum framework for vocational preparation can be college-based, unemployment-based (via YOP) or employment-based (UVP) and unless we are to descend the slippery slope of categorising vocational preparation, all schemes should satisfy the same basic broad curricula criteria, which

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*See for example *Vocational preparation* FEU, 1981.

includes the provision of basic skills, and work (or simulated) experience. As we say in *Vocational preparation* due to the uncertain employment situation often "only a matter of historical or geographical accident will determine which kind of vocational preparation a sixteen year old school leaver receives". It may be that paragraph 55 does not intend to exclude college (or school)-based vocational preparation at 16–18. To us, it is a viable and necessary alternative: it requires less work experience places, it can provide the basic skills, it is capable of being monitored to a degree not yet possible on YOP and UVP, and it can be appropriately related to more conventional skill-type training. High quality, college-based vocational preparation schemes would, in our opinion, be more readily provided by the education system if they were regarded as a permanent and valued feature of any new training system.

If priorities are necessary, then a vital need is to develop a progressive relationship between vocational preparation skills and the more advanced and job-specific skills associated with any new type apprenticeship system. Thus it seems logical, in view of the increasing number of 'vocprep' trainees and the static or decreasing number of apprentices, to give priority to objective 2. The negotiations necessary to solve the problems associated with objectives 1 and 3 are bound to be somewhat prolonged. Indeed the construction of a good quality broad-based foundation of vocational preparation, widely available from colleges and firms might well appear to many to offer a more permanent base for negotiation and future prosperity, than one based predominantly on unemployment (i.e., YOP). Various agencies, including the MSC, CGLI and FEU are at present examining the possibility of a single 'profile' of attainment across the whole spectrum of vocational preparation. Significant progress is being made and it should not be a difficult step to ensure that a satisfactory relationship exists between that profile and the flexible skill training described in paragraph 26.

It follows from the above that for effective priority action to take place in the area of vocational preparation, the central and local authorities and agencies responsible for provision and for design, need to be appropriately resourced so that they can now act quickly to produce a comprehensive scheme satisfying national, local and individual needs.

9. Q.4 "What are you already doing to improve matters and what further actions can you set in hand?"

The paragraphs above give a general indication of much of the activity of the FEU in this area, and hopefully this requires no further elaboration. The Board has noted in paragraph 34(3) of the consultative document that the education service requires to modify or abandon some of its traditional values and approaches and to adopt new techniques. The FEU is actively engaged in the promotion and development of new and flexible non-conventional teaching-learning strategies in further education, and it aims to increase its support for staff development. Given the resources much more could be done. The inter-relationship between vocational preparation and job-specific skills, as described above, is a typical example. The FEU has already suggested in *Vocational preparation* a checklist of basic skills and experiences that could be used and it is now developing its thinking on how the discontinuities between vocational preparation and specific vocational training/education can be bridged. The creation of a progressive structure of learning across this discontinuity will require a modification of values not only from those in education but also from those engaged in training. The development of a coherent and progressive framework of post-school micro-electronics education is another job to be done. The evaluation and development of work preparation and work experience remains a necessary task. The setting up of a network of Regional Curriculum Centres would be invaluable in providing the staff development that is so urgently required to broaden the skills and attitudes of existing teachers (and trainers), enabling them to participate fully in both vocational preparation and conventional training. Some progress has already been made in that area. The FEU is prepared to assist in the design of retraining packages for adults; it has already sponsored a project appraising the development of a basic foundation course for redundant adults. There is no real limit to the ways in which the Unit can and should contribute to the New Training Initiatve, the only constraint is its resources.

10. Q.5 "What is the scale of resources likely to be required and to what extent should they be contributed by employers or by means of public funding (paragraphs 37–41)?"

The Board has read with considerable interest the discussion in paragraphs 37–41 of the document. It agrees with the principle contained in paragraph 37 that all beneficiaries should bear the cost. It also appreciates that its argument for a tighter relationship to exist between vocational preparation and the new style apprenticeships (paras 6 and 7 above) will not simplify the negotiations that will have to be held to result eventually in a satisfactory division of costs between the beneficiaries. But if vocational preparation is to avoid being classified as a second-rate option to 'real' training, then its costing and funding must be firmly related to at least the initial costs of the new-style apprenticeships. One has only to glance at the evidence over the last decade submitted by employers and ITB's, and at the consistent view of the TUC, to see that whilst employers may be willing in many cases to pay for training specific to their needs; broad-based, generic, foundation-type training and education is largely regarded as a matter for central funding and legislation. In conceptual terms, objective 2 of paragraph 23 takes us nearer than perhaps we have ever been, to the provision of a comprehensive pattern of vocational preparation. It is the opinion of the FEU Board however, that there has been no fundamental shift in attitude with regard to the responsibility for vocational preparation. Indeed the funding of YOP and UVP indicate that this is accepted, and some public funding appears inevitable and desirable.

11. Q.6 "How can the requirements for machinery be best met?"

The Board agrees with the general thesis contained in paragraphs 42–47. Agreements must be reached locally within firm national guidelines. Standards and conditions should be monitored. The West German system of monitoring training standards by local chambers of crafts may or may not be entirely suitable to the UK, but a similar sense of commitment is certainly required. The FEU would be willing to play its part in any new validating and monitoring process that is necessary to make possible the fulfilment of the three objectives described in paragraph 23 of the consultative document. Some of the evidence collected in the Exemplary Projects Experiment referred to in paragraph 53 may well be of value in the formulation of monitoring guidelines. Paragraph 47 discusses the reasons for and against the creation of a legislative framework necessary to bring about the achievement of progress. In the light of the lack of progress over the last quarter of a century in the expansion of day-release, and having regard to the present confused and confusing pattern of financial support for young people, the FEU is unequivocally in favour of some form of legislation in the area of vocational preparation. Such legislation needs to apply to both the training and education sectors, for as we have indicated, they are (or should be) equally important contributors to the initiatives being proposed. The legislation should underpin all three major objectives: a new-style apprenticeship system; vocational preparation for all young people; and better training opportunities for adults. It should seek to remove the many anomalies that at present exist in the funding of training and education. It should also seek to create a framework allowing proper negotiation and consultation to take place in the formulation of the policies necessary to achieve the fulfilment of the Initiative.

12. To summarise: the FEU Board of Management

(i) welcomes the New Training Initiative;

(ii) supports the main objectives, but seriously questions whether the apparent separation of any new-style apprenticeship from vocational preparation is in the long-term, feasible;

(iii) supports the strategy of developing YOP and UVP but seriously questions whether the apparent omission of college-based vocational preparation programmes is realistic;

(iv) identifies all three objectives as requiring immediate action, but if priorities must be allocated, suggests that the development of a coherent provision of vocational preparation must be given a high priority;

(v) describes the work that the FEU is already doing in support of the 'Initiative' and, subject to resourcing, indicates other forms of support that the FEU could give in ensuring the progression of basic skills, increasing staff development, facilitating adult retraining and supporting new technologies;

(vi) firmly believes that without a legislative framework underpinning all three major objectives, the 'Initiative' will not succeed.

(July 1981)

APPENDIX III

A Common Core of Skills for Vocational Preparation

An appendix to *A basis for choice* gives a series of aims and objectives which it is suggested might be the core of studies on a vocational preparation course. It was not suggested that this checklist was in any way prescriptive; indeed its dynamic nature has always been stressed, as has its responsiveness to local conditions.

There have already been suggestions that the checklist should be modified to include, for instance, computer familiarisation, and what follows is an amended version of the checklist.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences which they should be offered. The commentary in italics following each objective is not prescriptive, but offers illustrations, examples and suggested methods.

For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

● Part of Induction Phase
★ a new item

Aim 1

To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

The students should

● 1.1 Describe a typical organisational structure of at least 2 different types of workplace or organisation, and relate this structure to their respective functions

This should include:
identification of component functions (e.g. sales, storekeeping, production, maintenance, professional services, administration, book-keeping) and who performs them (e.g. a department v one man as part of his job)
distinguishing between large and small-scale organisations, and productive and service industries (e.g. garage and clothing factory).

● 1.2 Visit a place of work, relevant to their interests, and describe

(a) the working conditions and tasks of new entrants

(b) the range of decisions which can legitimately be made by these young workers

(c) to whom they are responsible

(d) with whom they have regular working relationships

(e) training and career prospects; entry requirements

The information should, preferably, be gained by interviewing young workers, perhaps using a tape recorder or questionnaires (ref Aims 2.3 and 6.3.2).

● 1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress

e.g. relatives, friends or workers in jobs of interest (This may best be done in pairs if strangers are to be interviewed).

● 1.4 Make comparison of different working situations, using the information gained by themselves and others

Students might compare notes in discussion, with regard to both similar and different jobs. Note should be taken of any variations in perception or experience due to differences in the cultural background of those interviewed. There may be a need for tutors to compensate here for lack of information due to inadequate interviewing skills.

1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation: identify and discuss any differences between the system observed, and the significance and functions of trade unions in general

Students should be able to use correctly such terms as: differentials, collective bargaining, closed shop, shop steward.

1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors

e.g. whom to see about a day off, faulty equipment, pay queries. Who has the authority to give instructions and about what?

1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards

e.g. (factors influencing rates of pay) skill, unionisation, social status, difficult conditions, age, qualifications e.g. (factors influencing job satisfaction) responsibility, prospects, social environment, usefulness, wage levels. A suitable method might be for students to rank a list of jobs according to a selection of factors, and then to discuss the differences between their own judgements and the actual position as reflected in wage rates, etc.

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.3 (communication skills).

Aim 2

To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

The students should

● 2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities

e.g. ability to relate to colleagues or strangers, physical fitness, willingness to travel, reaction to routine, aptitude for calculation, any sensory or physical disabilities (ref. 3.1).

● 2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group

including: checking self-image against the perception of others; comparing the reactions of others to similar factors. This may enable the teacher to establish a group identity, and the students to gain practice at relating to others in a group (ref. 6.3.15).

● 2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities.

e.g. (characteristics) entry qualifications, working conditions, training, prospects, job location e.g. (methods) consulting reference books, interviewing people, visiting job centres, listening to local radio, consulting careers officers (ref. 6.3.4 and 6.3.5).

● 2.4 Relate this information to their own profiles, and discuss the alternatives open to them

Use could be made of the careers service here, and attention paid to changes in the students profiles during and since their time in school. Care may be needed to avoid sex-stereotyping.

2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self employment)

e.g. (causes and risks) decline of industries, and regional variations in job opportunities: technological developments (ref. 10.5, 10.4)
e.g. (schemes and opportunities) YOP and FE courses; useful unpaid work (CSV, local hospitals and community projects); social security regulations; the possibilities and difficulties of moving to another area; the possibilities of co-operatives and the knowledge and skills necessary to advertise and sell one's own labour, or to set up one's own business (ref. 9.10, 8.2).

2.6 Experience at least three different types of task, and evaluate their responses to them

e.g. a heavy physical task (mixing concrete), manipulative task (assembly work), clerical task (filing). They should preferably come from more than one sector of employment. This job sampling may well be conducted in conjunction with the activities required under Aim 3.

Aim 3

To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Work in connection with objectives 3.1–3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

The students should

● 3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choices

This is a general objective to which much of the practical activity in the course should contribute. It should also influence the self profiles (ref. 2.1, 2.2). The leisure activities should include a choice of group and individual activities designed to satisfy a variety of student preferences (team games, gymnasium activities, dancing, pottery, etc.).

● 3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them

e.g. guided experience of being out of doors, standing, lifting and carrying (in the course of workshop activity, as an approach to physical education, etc.).

★ ● 3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them

e.g. handling/constructing laboratory apparatus; making small-scale constructions, working accurately, and at speed; using a keyboard.

● 3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina

work-place sessions as opposed to school periods.

3.5 Perform tasks to a set standard and in a given time, working co-operatively when appropriate

including the appreciation of
– the difference between the application of set standards at work, and the 'grading' of tasks by teachers in schools
– the need to 'pace' one's effort
– the need to protect the safety of colleagues.

3.6 Understand the properties and uses of a range of materials, and practice using a variety of tools and processes appropriate to these materials

e.g. wood, paper, metal; cutting, joining, assembling, copying; appropriate safety procedures – all in the context of vocational and creative leisure activities (ref. 10.4).

3.7 Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision

e.g. typing, picture-framing, wallpapering.

3.8 Work on tasks where aesthetic judgements of shape and colour are required

e.g. choosing materials or designing for appearance as well as strength; painting for appearance as well as protection.

3.9 Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved

e.g. (areas) typing a letter; panel beating; connecting a tap; bathing a child; plastering; 'throwing' a pot. Social and aesthetic judgements may also be involved, as may the ability to plan (ref 8.2). The appraisal is probably best developed through group discussion.

★ 3.10 Be introduced to examples of complex equipment, in order to develop confidence in its use in the future

e.g. machine tools, electronic equipment, microcomputers.

Aim 4

To bring about an ability to develop satisfactory personal relationships with others.

The student should

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them

e.g. (encounters) receiving instructions; being asked for help, receiving a complaint – in direct experience (such as those involved in 1.2 and 1.3), role-play, film or literature

e.g. (responses) aggression; sympathy, evasion.

4.2 Describe several patterns of behaviour, and analyse the interaction in terms of the roles of those involved

e.g. (patterns) use of authority or status; effect of aggression or appeasement; use of reason or emotional pressure

e.g. (roles) parent and child; supervisor and worker; student and teacher.

4.3 Identify and practice alternative responses

e.g. being aggressive, conciliatory, submissive, understanding, distant – probably in role-play – (possibilities of video).

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter

e.g. dealing with authority, the family, the peer group, individuals of the opposite sex (probably through group discussion) (ref. 5.5).

4.5 Predict the changes in role likely to occur for them in the near future

e.g. student to wage earner, child to parent.

4.6 Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals

e.g. at work, eating out, in a library; self-presentation at interview; attitudes to those in authority; language and behaviour whilst in contact with the public (ref 5.4).

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category

e.g. (categories) old/young; friendly/unfriendly; kind/unkind; social classes, cultural groups, sexes

e.g. (indicators) dress; accent; non-verbal behaviour.

Aim 5

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to

(a) their present situation

(b) a predictable future working situation

(c) some wider current issues.

The students should

5.1 Be prepared for common moral dilemmas

e.g. individual v group loyalty, what constitutes 'stealing' at work, quality of workmanship, tax evasion, 'a fair day's work for a fair day's pay', sexual or racial discrimination.

5.2 Give reasons for certain moral 'rules' and decisions

e.g. keeping promises, returning lost property, being faithful.

5.3 Apply relevant moral terms to specific situations

e.g. integrity, corruption, cheating, fairness, in contexts such as sport, examinations, strikes, 'perks' at work.

5.4 Describe the prevailing moral code of given groups

e.g. cultures, ages, social groups, occupations (e.g: soldiers, doctors, sexes).

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles

e.g. honesty versus loyalty, in relation to issues such as those described above.

5.6 Describe and analyse the moral consequences of actions

e.g. driving without insurance, the conception of a child; concealing information at interview (ref 9.1.4 also).

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

Aim 6

To bring about a level of achievement in literacy, numeracy and graphicacy appropriate to ability, and adequate to meet the basic demands of contemporary society.

6.1 **Numeracy** The student should be able to

6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals

6.1.2 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques.
What does their intended job require (a) of necessity, (b) for convenience?
What are their personal needs?

6.1.3 Interpret place value

6.1.4 Convert fractions to decimals and vice-versa

6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units
e.g. through the interpretation of plans and preparation of materials in the course of a project.

6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time.
e.g. planning journeys (ref. 8.2).

6.1.7 Interpret and use tables of figures
e.g. bank statement, temperature conversion, football results.

6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator

6.1.9 Apply and interpret ratio and proportion
e.g. preparing mixtures, scale on maps, wage increases.

6.1.10 Calculate averages
e.g. average wage rates.

6.1.11 Calculate percentages
e.g. VAT, discounts, tax rates.

6.1.12 Make elementary algebraic substitutions
e.g. using a formula to determine one unknown.

6.1.13 Describe the properties of common shapes, and measure angles.

6.2 **Graphicacy**

6.2.1 Make calculations and estimations of perimeter, area and volume or right-angled figures, circles and cylinders
e.g. estimating quantities of materials.

6.2.2 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose
e.g. understanding of gradient of axes; pi-charts, bar-charts, etc. in the contexts of newspapers, textbooks, student projects (ref 10.1).

6.2.3 Appreciate perspective in space, photography, etc.

6.3 **Communication** The student should

6.3.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose
e.g. instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2).
e.g. read a manual in order to know action to take in case of a breakdown.

6.3.2 Be able to read and understand written questions and requests
e.g. questionnaires, memos, worksheets.

6.3.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements,
and
identify instances where expert advice is relevant to a matter of opinion
e.g. sales literature (including comparison of products); political speeches (ref. 9.1).

e.g. medical opinion on when to return to work (as opposed to an opinion on what is funny).

★ 6.3.4 Find and use information from a variety of given sources, including electronic information sources

e.g. dictionaries, catalogues, indexes, encyclopaedias, Prestel etc. (ref. 9.17).

6.3.5 Listen to, and understand information and requests given orally

(ref. 3.5, 4.1).

6.3.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar

e.g. formal letters and reports, informal notes and messages.

6.3.7 Explain and describe events, processes and opinions sensibly and clearly in writing

e.g. accident reports, operating instructions, arguing a case.

6.3.8 Make notes for own use

e.g. on visits, from books, during talks.

6.3.9 Be able to express tabular or graphic data in written form or vice-versa

e.g. diagrams, charts, sketch maps, statistics (ref. 6.2, 10.3).

6.3.10 Fill in forms correctly

e.g. driving licence aplications, job applications, insurance claims.

6.3.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences

e.g. friends, acquaintances, strangers, etc.

6.3.12 Make a disciplined contribution to group discussion

e.g. following some procedure; accepting and responding to others' views.

6.3.13 Use the telephone effectively

6.3.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses

e.g. negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref. 1.3, 4.1).

6.3.15 Experience membership of, and practice communication in, a variety of groups

e.g. formal, informal; large, small; decision making; task-centred; competitive and co-operative (ref. 9.2).

6.3.16 Experience various roles in these groups

e.g. leader, recorder, participant, chairman.

6.3.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn

e.g. with children, in an office; with customers; with VIPs (ref. also 2.1, 2.3).

6.3.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose

e.g. TV (video) programme; audio tape; newspaper; exhibition.

6.3.19 Critically appraise examples in a medium of communication with which they have experience

e.g. TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.

Aim 7

To bring about competence in a variety of study skills likely to be demanded of the young persons.

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.

The students should

7.1 Learn how to take notes, or use given notes for their own purposes
e.g. when preparing an essay; when hearing a talk. Different strategies are possible.

7.2 Know how to gain access to appropriate works of reference
e.g. location of library; use of index.

7.3 Appreciate when to 'skim-read' and when to read for detail, and practise both techniques

7.4 Practise discussions and questioning
e.g. with teachers, with colleagues, with experts, co-operative learning.

7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning
e.g. aids to memory, such as mnemonics; simple psychology of learning, such as knowledge of learning plateaux, attention spans, and methods and effects of practice.

7.6 Experience a variety of learning situations and evaluate their reactions to them
e.g. formal talks, group talks, programmed learning, individual study with text books, using a library, role-plays and simulations; identifying which methods suit them best, for a given purpose
(These situations will normally occur naturally in the rest of the course; a separate session may be required only to evaluate them.)

Aim 8

To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.

The students should

8.1 Examine and appraise given faults, problems or events, working individually or in a group.
e.g. faulty equipment, college over-crowding, a fall in sales, lung cancer, by

8.1.1. Thinking up alternative solutions or explanations
e.g. 'brainstorming' sessions in groups; listing alternatives without evaluation ('lateral' or 'divergent' thinking).

8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it
e.g. logical deduction of consequences, probable implications.

8.1.3 Considering or eliminating alternatives, in a systematic way
e.g. the need to hold some variables constant or have a 'control'; taking into account previous experience; the probability of certain causes; distinguishing between cause and correlation.

8.1.4 Generalising as appropriate from previous experiences or data
e.g. including discussion of the degree of confidence which is justified, the effects of further evidence, etc.

Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occurring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.

8.2 Experience the process of planning an event or course of action, working individually and in groups
e.g. a journey by public transport, a visit to a factory, making an object, applying for a job, buying a vehicle, by

8.2.1 Identifying the nature of a problem, and collecting relevant information
e.g. factors involved; factual data available; sources of expert advice.

8.2.2 Working out alternative strategies and predicting their likely outcomes *as a pencil and paper excercise; as a topic for group discussion.*

8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate

8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned

student performance should be judged with regard to this, rather than success or otherwise of the plan.

★ 8.2.5 Develop the capacity to learn with computer assisted methods, using appropriate equipment.

Aim 9

To bring about sufficient political and economic literacy to understand the social environment and participate in it.

Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues that may arise among the students, or through an account in a case-study, the press, TV, etc.

The students should

9.1 Appraise a policy dispute by

9.1.1 identifying the cause of disagreement

e.g. goals, values, methods (especially if allocating resources), results (ref. 9.11).

9.1.2 saying what further information they need, and where it can be found

(ref. 6.3.4)

9.1.3 identifying where and by whom any decision will be made

e.g. in a local authority, by the housing committee; in the college, by the Academic Board

9.1.4 indicating who is likely to be affected by various policies and in what way

identify likely supporters/opponents (ref. 5.6).

9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits

e.g. by forming pressure groups, writing letters, visiting, organising petitions, writing to newspapers; evaluating through discussion (ref. 8.2).

9.1.6 describing the issue using some basic political terms

e.g. conflict, power, consent-dissent, order-disorder, rules, compromise, consensus.

9.2 Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them

e.g. family, youth-club, class, student union; formal and informal groups.

9.3 Develop an awareness of the workings of formal decision-making groups by

i.e. groups which have rules of procedure

9.3.1 experiencing membership of such a group

e.g. class meetings, or in role-play simulation

9.3.2 experiencing/discussing different systems of voting

e.g. for nationwide referenda, general elections, class representative, goal of the month.

9.3.3 listing the conventional order of items on an agenda, and explaining their meaning and usage

e.g. minutes, standing items, AOB.

9.3.4 visiting and observing a public decision-making body in action

e.g. local council, college, Academic Board.

9.4 Gain a basis for evaluating national politics by being able to

9.4.1 Name the major political parties, their leaders, and describe major and/or distinctive items of policy

e.g. analysis of statements, actions, manifestos (ref. 6.3.3); critical evaluation of media reports.

9.4.2 Describe in general terms, how local and central government relate, and the role of the EEC

e.g. probably approached through case study of a given issue.

9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally
e.g. fundings of the college, repair of roads, law on speed limits.

9.5 Check and explain a payslip
e.g. deductions, tax-coding.

9.6 Balance income against expenditure and keep necessary records

9.7 Make value-for-money calculations and estimations
When shopping; various sizes of product, special offers in shops (ref. 6.1).

9.8 Plan an estimate personal budget for a typical working week in their intended jobs
e.g. travel costs, moals, entertainment, accommodation, etc. (ref. 11.5).

9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards
e.g. comparative interest rates; conditions of use; etc.

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigation (ref. 8.2). Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate.

9.10 Investigate how a business is run by identifying the factors involved in

(i) deciding what to sell
e.g. market research effect of competition, design of product

(ii) choosing location
e.g. availability of labour, raw materials, transport, location of customers and competitors

(iii) borrowing money
e.g. banks, shareholders

(iv) employing people
e.g. wages, national insurance, legislation

(v) buying raw materials
examples from manufacturing and service industry

(vi) calculating overheads
e.g. rent, rates, advertising, office staff, maintenance, etc.

(vii) selling product
e.g. functions of sales staff, customer relations; determining prices.

(viii) calculating profit/loss
e.g. simple accounting

(ix) what happens to profit/loss
e.g. interest payments, taxation, reinvestment, dividends.

9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention
e.g. houses, fresh fruit, fuel.

9.12 Explain a selection of firms or organisations in basic economic terms
e.g. capitalist, co-operative, nationalised enterprises.

9.13 Investigate the sources of central and local government income, and where it is spent
case studies, use of reference texts, interpretation of tables and graphs.

9.14 Read some common legal documents and be able to answer simple comprehension questions on them
e.g. guarantees, HP contracts, rental agreements.

9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere.

9.16 Demonstrate knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action
e.g. an incident involving the police (a) when the individual has broken the law and (b) when the individual is in the right
e.g. discussion of principle v expediency, rights and

duties; discussion with the police representatives.

9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the laws as it affects the consumer, the motorist, the employee
e.g. NCCL guide, Department of Employment publication (ref. 6.3.4).

9.18 Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals
perhaps via case studies.

9.19 Be aware of sources of legal aid and advice.

Aim 10

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

The students should

10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality
e.g. surveys of leisure facilities, open or unused spaces, distribution of shops or industry.

10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others
e.g. old folks' homes, centres for the handicapped, day centres (ref. 4.1, 4.6).

10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport
e.g. (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing and (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes (ref. 8.2) referring to the notions of continuity, change, cause, effect, etc. as appropriate (ref. 8.1.4).

10.4 Examine at least two different industries or places of work, identifying
e.g. a production and a service industry.

(i) the enterprises, their use and dependence on energy
e.g. what fuels are used, and for what, the ecological and environmental implication of their use

(ii) the production methods and materials which are used
e.g. mass production, batch production, unit production; the processes which are mechanised and how this compares with the recent past and predictable future (ref. 1.3); the effect of this on changes in materials.

(iii) the division of labour and the nature of individual jobs
e.g. the effect of fully automatic, semi-automatic or manual control on the nature of jobs;
the effect of the use of power, production methods and materials on working conditions, skills required, etc. (ref. 1.2).

10.4 Appraise the implications of some current developments in technology
e.g. as observed in the above industries or as currently highlighted in the news. Discussions of economic, social, environmental and psychological implications (e.g. capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs, etc.).

Aim 11

To bring about a development of the coping skills necessary to promote self sufficiency in the young people.

The students should

11.1 Be able to plan and prepare adequate meals
including budgeting, shopping and costing.

11.2 Use and maintain every-day machinery and equipment
e.g. fit an electric plug, use a launderette, iron a shirt. Willingness and confidence, and a knowledge of how to learn these things are intended, rather than comprehensive practice.

11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives

knowledge of the effect of drugs (coffee, aspirin, tobacco, 'hard' drugs, etc.); symptoms, prevention and treatment of common ailments and diseases; access to facilities and activities for developing and maintaining fitness (ref. 3.2).

11.4 Practise simple first-aid techniques dealing with cuts, sprains, burns, etc. Know when to call in expert help.

11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation

e.g. use of press, adverts, agencies, rental and purchase, regulations and procedures; do-it-yourself manuals.

Aim 12

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career.

Introduction

There may be said to be four elements necessary to produce this flexibility;

(a) Possession of commonly used and transferable skills and capacities

(b) Realisation of the need for flexibility

(c) Ability to identify the underlying principles of a process or activity

(d) Experience of and confidence in one's ability to transfer learning from one context to another.

It is hoped that many of the transferable capacities – element (a) – are already embodied in the other core objectives.

Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10.

The need for (c) is part of the rationale behind the prescription of much experiential learning and project/case study/simulation activity in the core.

Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content.

The students should

12.1 Whenever they develop a particular capacity in a given context

e.g. measuring up; estimating materials; following an instruction manual; giving instructions; fault finding.

12.1.1 Identify other contexts in which the capacity could be useful

e.g. similarity between: assembly instructions and recipes: and adjusting bikes or sewing machines.

12.1.2 Be given practice at applying relevant aspects of previous learning to a new situation

Having identified a transferable skill, practise transferring and adapting it.

12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning

As a contribution to the self-profile (ref. 2.2, 2.4). What do they enjoy doing? What kind of learning comes easily to them?

APPENDIX IV

Occupational Training Families

OTF NO.	OCCUPATIONS	KEY PURPOSE
1	ADMINISTRATIVE, CLERICAL, AND OFFICE SERVICES	INFORMATION PROCESSING
2	AGRICULTURE, HORTICULTURE, FORESTRY AND FISHERIES	NURTURING AND GATHERING LIVING RESOURCES
3	CRAFT AND DESIGN	CREATING SINGLE OR SMALL NUMBERS OF OBJECTS USING HAND OR POWER TOOLS
4	INSTALLATION, MAINTENANCE AND REPAIR	APPLYING KNOWN PROCEDURES FOR MAKING EQUIPMENT WORK
5	TECHNICAL AND SCIENTIFIC	APPLYING KNOWN PRINCIPLES TO MAKING THINGS WORK OR USABLE
6	MANUFACTURING AND ASSEMBLY	TRANSFORMING METALLIC AND NON-METALLIC MATERIALS THROUGH SHAPING, CONSTRUCTING AND ASSEMBLING INTO PRODUCTS
7	PROCESSING	INTERVENING INTO THE WORKING OF MACHINES WHEN NECESSARY
8	FOOD PREPARATION AND SERVICE	TRANSFORM AND HANDLE EDIBLE MATTER
9	PERSONAL SERVICE AND SALES	SATISFYING THE NEEDS OF INDIVIDUAL CUSTOMERS
10	COMMUNITY AND HEALTH SERVICES	MEETING SOCIALLY DEFINED NEEDS OF THE COMMUNITY
11	TRANSPORT SERVICES	MOVING GOODS AND PEOPLE

APPENDIX V
Evaluation of YTS Programmes

1. Evaluation of YTS programmes and opportunities may be conducted by outside agencies (academic researchers; quality assurance service inspectors), by colleagues within a local network (staff of managing agencies, major sponsors, education and training providers), or by internal team members (some or all of the teaching staff of a college 'voc prep' team for example). This variety of possible evaluators is paralleled by variations of evaluation purposes. Outsiders may want to appraise the possibilities for achieving common standards of training quality nationally, or to promote such standards. Network peers may exchange views of operating problems and analyses of particular training processes in order to find ways to foster curriculum development and staff development. Internal evaluations may provide opportunities for team members to make judgements about each other's current performance and review their unit's aims, methods and organisation. Some suggested approaches are:

(i) evaluation conducted by outside monitoring agencies;

(ii) network evaluation;

(iii) self-evaluation.

Evaluation by Outside Agencies

2. External evaluation may be summative, producing a final judgement on aspects of unit performance; or formative, producing provisional suggestions for development and indicators of performance. It may be based on 'hard data' such as trainee assessment scores of special trainees test results; or on 'soft data' such as expert observers' impressions and appraisals. It may focus on the delivery of training benefits which are inherent to the curriculum, or extrinsic effects such as job-placement or later earnings. YTS is likely to emphasise the 'hard data' aspect of trainee learning and later achievement, partly because objective testing may be a feature of NTI and partly because there is pressure on YTS training to prove its effectiveness in comparison with established institutional provision in the colleges and occupational training schemes. The Quality Assurance Service may well select particular assessment tests and follow-up survey indicators especially relevant to its interests in core skills or occupational family skills learning. It can be expected that MSC will be the major funder of outside evaluations, and as client will direct contracting evaluators towards policy-relevant issues and evaluation strategies. Colleges and other YTS providers may have reservations when approached by outside agencies asking them to play host to an evaluation team. Even routine monitoring by MSC or Managing Agent may provoke resentment if there is no prior agreement on procedures.

3. Seriously planned and mounted evaluation activities by outsiders should be welcomed by educators involved in YTS when these conditions are met:—

(a) All staff involved are consulted and the consent of the team obtained for visits, testing or observations;

(b) The identities of organisations and individuals are not publicised without permission;

(c) Trainee assessment grades or profile statements are not used in ways which would be prejudicial to the development of special types of YTS provision e.g., recruiting high proportions of disadvantaged trainees (i.e., appropriate allowances must be made for intake and neighbourhood characteristics in any quantitative analysis).

(d) Provider staff teams should have the right to suggest additional topics and methods for the evaluation, and negotiate with evaluators ways of including some of these.

MSC and other agencies commissioning evaluation studies may want to inspect reports of some recommended model studies before negotiating arrangements for national or local investigations aimed at monitoring aspects of YTS performance.

Network Evaluation

4. An important feature of YOP was the emergence of local and national networks of sponsors and providers, including consortia of colleges and interest groups within professional associations. Under YTS arrangements there will be additional opportunities for joint review and

planning of provision by groups of agencies, including multi-agency mixes. Managing agencies will be required to take steps to monitor and promote quality standards, and may decide to involve groups of providers in their efforts to do this. All these considerations emphasise the advantages of collaborative evaluation by networks of providers undertaking similar YTS work. In LEA's such evaluation might be linked with the consortia of colleges involved in shared staff development activities.

Self Evaluation by YTS Providers

5. Self evaluation is the institutional equivalent of Trainee Centred Reviewing. It begins and ends in dialogue between staff team members, trainees, and possibly sponsor or authority management. The purposes of self-evaluation often include:

- to clarify unit aims and set them in priority order;
- to identify and construct indicators of successful performance over specified time-periods;
- to identify indicators for comparison between YTS work in the unit, in other units, and other work with 16–17's;
- to give consideration to contextural features of provision which influence results, and make allowance for these in appraisals of performance;
- to discover how different elements of training/education interact so as to reinforce, suppress or deflect their effects, and how such interactions can be altered;
- to motivate staff members to review individual performance and identify desirable changes in their strategies or methods;
- to provide an analytical framework within which to discuss future changes in aims, methods and organisation of the unit.

Self-evaluation is likely to use unit-designed assessment instruments for trainee progress monitoring and recording, perhaps adapted from one of the available models of TCR. It might also employ observation, staff logbooks, trainee follow-up questionnaires and recorded group discussion to generate material for analysis. All these take considerable time and energy on the part of busy staff members. It is important that all staff should feel broadly sympathetic to the purposes of unit-based evaluation, even if some 'volunteers' undertake most of the practical work in designing and distributing instruments. The FEU is keen to promote and support self evaluation by colleges.

An Evaluation Check List

6. College management, team managers and co-ordinators may find the following check list of questions derived from Section Eleven (paragraphs 118–127) an appropriate framework for evaluation.

(i) *Supporting NTI Generally*
  1. To what extent has the college taken on new client-groups, and to what extent is it affecting vocational preparation and other first year courses.
  2. To what extent is the college looking beyond NTI objective 2.
  3. To what extent has the college been involved in the planning of the overall programme.

(ii) *Induction, Counselling and Guidance*
  4. To what extent are these planned processes complementing those of the employer and are
    (i) helpful to the trainee
    (ii) understood and participated in by staff.

(iii) *Work Experience and Occupationally Based Training*
  5. To what extent is the college involved in planning these processes
  6. How does the College perceive and use work experience and occupational training by
    (i) relating them to off-the-job learning
    (ii) using them as part of an individual's pattern of progression.

(iv) *Off-the-job Training/Education and Core Areas*
  7. To what extent have employer and trainee been involved in planning these elements.
  8. To what extent do these relate to other elements of a trainees programme.
  9. To what extent do they provide for the

acquisition of core and basic skills such as defined by FEU & MSC.
10. To what extent do they provide for progression.

(v) *Assessment, Record, Review of Progress and Achievement*
11. To what extent are these planned processes complementing those of the employer and are
    (i) helpful and participated in by the trainee
    (ii) understood and participated in by staff.
12. What is the nature of the trends, reviews, assessments and certification.
13. How are these data related to those of the employer and to the issue of progression.

(vi) *Staff Development and Support*
14. How have staff identified their training/education needs related to the above.
15. What staff development processes and support structures have been set up to meet those needs.
16. To what extent are colleges evaluating their own schemes.

Questions to be Asked

7. There is benefit in conducting an evaluation on a developmental programme like YTS, if the data gathered yields information which can be fed back into the system when redesigning future programmes. Other initial considerations involve identifying sources for the evaluation information, obtaining agreement to conduct an evaluation, eliciting assistance, and then deciding on approaches.

Some questions concerned with organising and carrying out an in-house programme evaluation are*:

(i) How will you start? If it is to be problem-centred evaluation, how and by whom will the problems be identified?

(ii) Who will undertake the general planning of the evaluation?

(iii) How and by whom will the planning and conduct of the evaluation be supervised?

(iv) Which sources of information will you draw upon? If employers are to be approached, how will they be briefed about their contribution to YTS?

(v) Who will do the actual drafting of questionnaires, interview schedules etc?

(vi) Who will carry out interviews, administer the questionnaire etc?

(vii) Who will collate and analyse the information collected?

(viii) Who will produce the reports (if any)?

(ix) How much of (a) your time (b) other people's time is available for the evaluation? Is it enough?

(x) Do you have the other resources necessary to carry out an evaluation?

(xi) How clear are you about what you want to find out? How clear do you need to be?

(xii) How will you choose the appropriate methods of collecting the information?

(xiii) Do you or your colleagues have the knowledge and skills necessary to use the various techniques of inquiry?

(xiv) What kind of information might other people want from evaluation? To what extent will you be able to (or should you) provide it?

(xv) What methods are available in your organisation (department, college) for passing on information to the people who should have it?

(xvi) What new methods, if any, will you have to invent for passing on the information?

(xvii) How likely is it that action will be considered or

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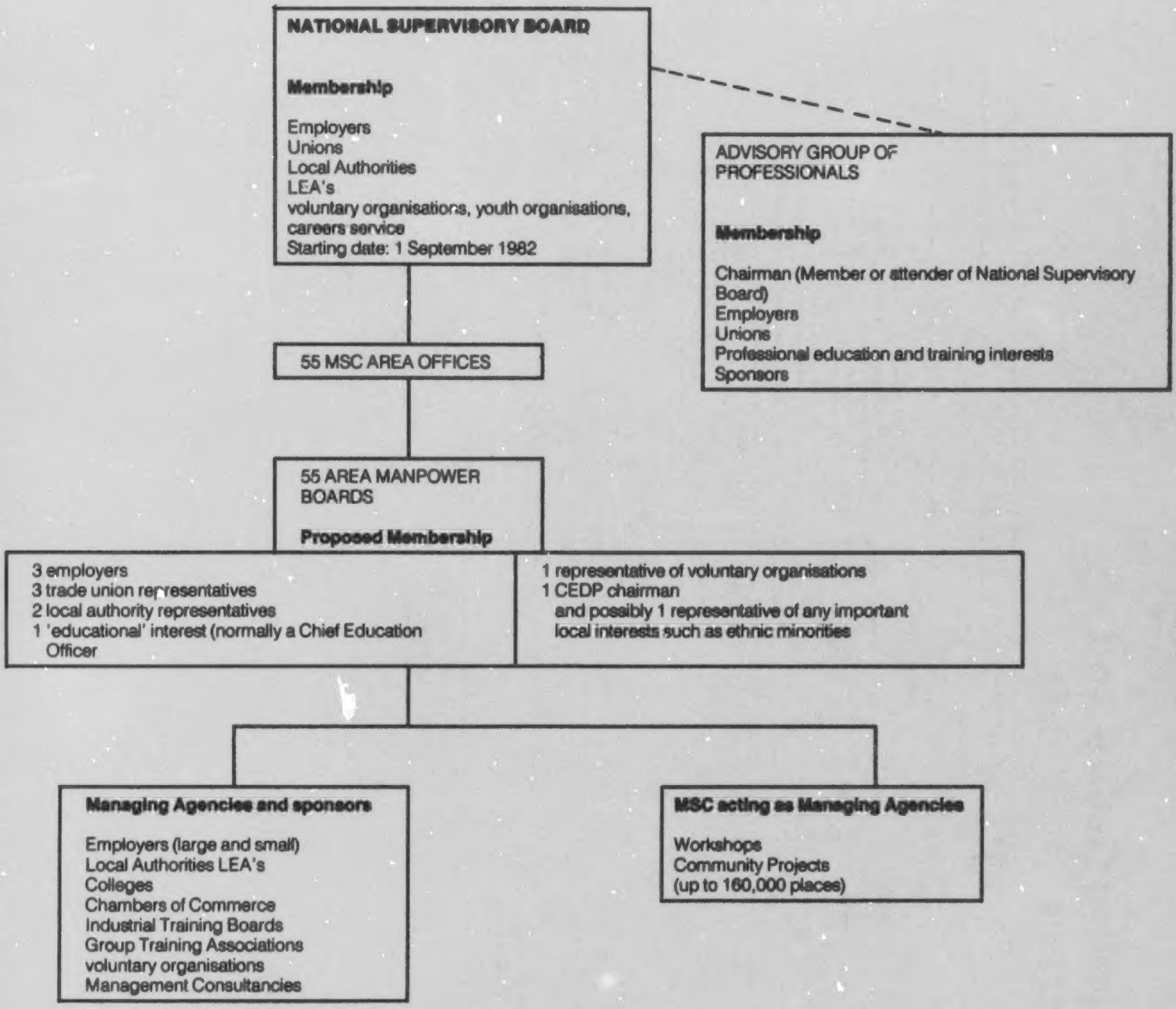
*These questions are based on Section 12 of *College-based course evaluation* FEU, 1983.

taken as a result of the evaluation?

(xviii) What support might be needed by people who wish to change their practices as a result of the evaluation?

APPENDIX VI
Delivery of YTS


NATIONAL SUPERVISORY BOARD
Membership
Employers
Unions
Local Authorities
LEA's
voluntary organisations, youth organisations, careers service
Starting date: 1 September 1982
ADVISORY GROUP OF PROFESSIONALS
Membership
Chairman (Member or attender of National Supervisory Board)
Employers
Unions
Professional education and training interests
Sponsors
55 MSC AREA OFFICES
55 AREA MANPOWER BOARDS
Proposed Membership
3 employers
3 trade union representatives
2 local authority representatives
1 'educational' interest (normally a Chief Education Officer
1 representative of voluntary organisations
1 CEDP chairman
and possibly 1 representative of any important local interests such as ethnic minorities
Managing Agencies and sponsors
Employers (large and small)
Local Authorities LEA's
Colleges
Chambers of Commerce
Industrial Training Boards
Group Training Associations
voluntary organisations
Management Consultancies
MSC acting as Managing Agencies
Workshops
Community Projects
(up to 160,000 places)

Advisory Group of Professionals
Main Functions
provide technical and professional advice to the National Supervisory Board on matters relating to criteria, standards, records and profiles, on learning processes within the scheme, on programmes of in-service training and development, and to promulgate model schemes for the benefit of sponsors.

Area Manpower Boards
Main Functions
To advise on the planning and delivery of MSC employment and training services and programmes in the area;
to assist MSC in delivering and promoting the use of those services, and to encourage sponsors of all kinds throughout the area to come forward with projects.

National Supervisory Board
Main Functions
To advise the MSC on the strategy and planning and to oversee the operation of the scheme.

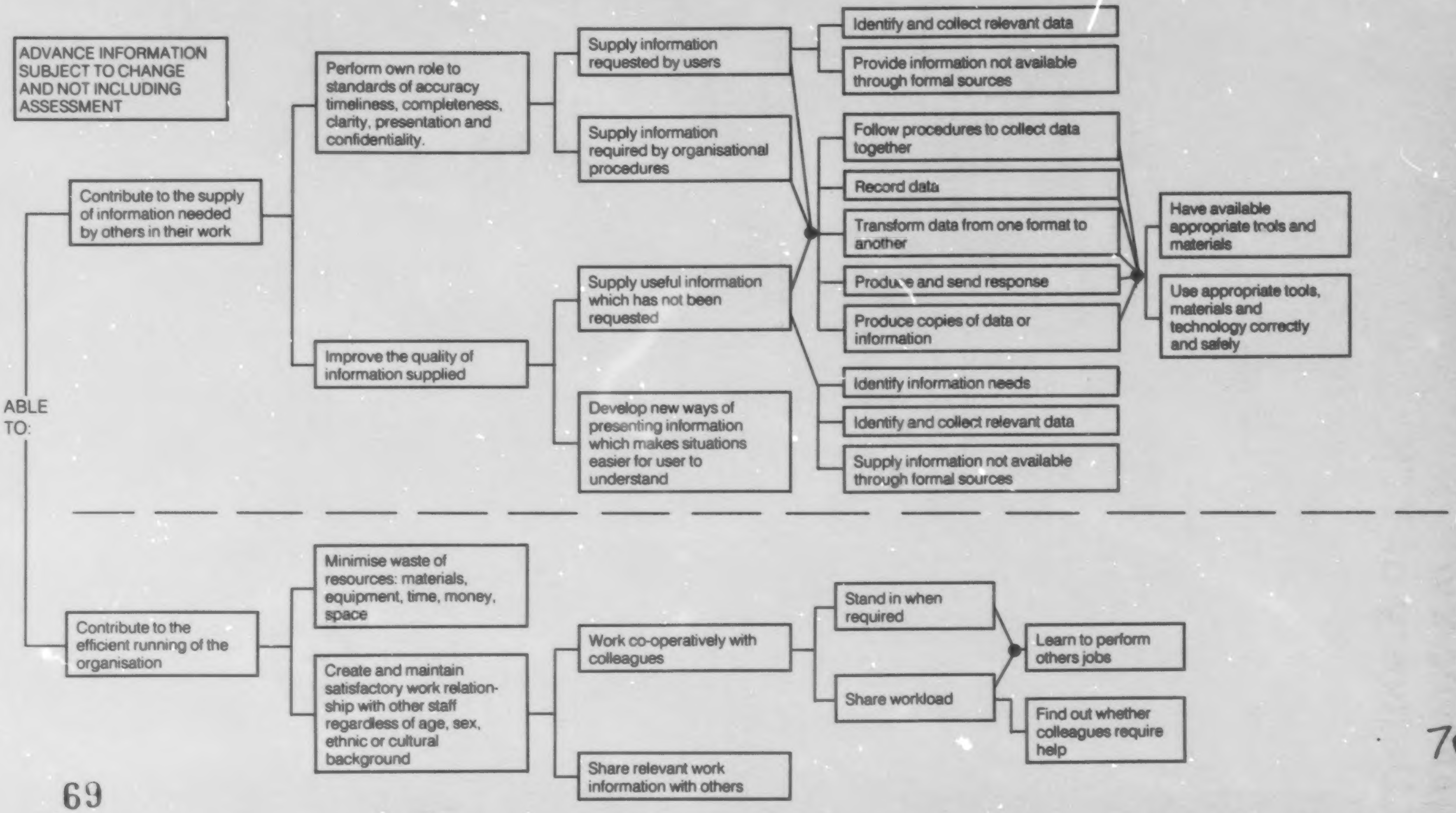
Managing Agencies
Responsibilities for:—
a Design and management of programmes and opportunities.
b Recruitment via placing agencies.
c Supervision of young people.
d Maintenance of quality and standards.
e Recording and certifying progress of young people.
f Ensuring trainees access to support and advice
(Contract between managing agent and MSC Area Office)

Sponsor
An organisation approved by MSC to deliver part of programme that has been arranged by a managing agent not running the whole programme.

APPENDIX VII
Sample Work Learning Guide and Instructional Diagram

Occupational Training Family
Work Learning Guide

No.	OCCUPATIONS	KEY PURPOSES
1	Administrative, Clerical and Office Services	Information processing


ADVANCE INFORMATION SUBJECT TO CHANGE AND NOT INCLUDING ASSESSMENT
ABLE TO:
Contribute to the supply of information needed by others in their work
Perform own role to standards of accuracy timeliness, completeness, clarity, presentation and confidentiality.
Improve the quality of information supplied
Supply information requested by users
Supply information required by organisational procedures
Supply useful information which has not been requested
Develop new ways of presenting information which makes situations easier for user to understand
Identify and collect relevant data
Provide information not available through formal sources
Follow procedures to collect data together
Record data
Transform data from one format to another
Produce and send response
Produce copies of data or information
Identify information needs
Identify and collect relevant data
Supply information not available through formal sources
Have available appropriate tools and materials
Use appropriate tools, materials and technology correctly and safely
Contribute to the efficient running of the organisation
Minimise waste of resources: materials, equipment, time, money, space
Create and maintain satisfactory work relationship with other staff regardless of age, sex, ethnic or cultural background
Work co-operatively with colleagues
Share relevant work information with others
Stand in when required
Share workload
Learn to perform others jobs
Find out whether colleagues require help

OCCUPATIONAL TRAINING FAMILIES
(OTF'S)

Introducing the
Work Learning Guide

What is a Work Learning Guide?

The Work Learning Guide shows for each OTF:

—the Key Purpose of occupations within the OTF

—an analysis of what competence is essential to achieve that purpose in a wide range of jobs within the OTF.

What is the Guide for?

The Guide is designed to be used:

—*in discussion between trainer and trainee*
—to identify what Work Experience & Training (WE & T) is necessary
—to identify the relevance of each aspect of WE & T to the Key Purpose
—to identify progress and highlight where additional WE & T is required
—*in discussion between employer and trainee* to identify what competence the trainee has achieved
—*in discussion between MSC and Managing Agent*

What is the Objective of the Training Programme?

On completion of the programme, trainees should:

—be able to perform effectively in real work situations

and

—be able to transfer their competence to other, unfamiliar jobs within the same OTF.

What about assessment?

A note on assessment of trainee performance will be added later.

How do you read the Guide?

Effective work performance is based on achieving the overall objectives of the OTF and not on the isolated mastery of technical, social or reasoning skills.

The Guide shows the relationships which make it possible to organise Work Experience and Training to serve the purposes of the OTF as a whole.

—*to identify what the trainee is able to do*
Read from left to right, asking for each box:
"What can I do to demonstrate my competence to somebody else? I can do what follows in the box(es) to the right.

—*to identify why each competence is relevant to the trainee and the OTF*
Read from right to left, asking for each box:
"Why do I need to be able to do this? Because I need to be able to do what follows in the box(es) to the left."

How do you relate the OTF to Work Experience?

Trainees should be encouraged to relate every experience, including those relevant to core areas, to one of the paths through the OTF chart:

Job specific/technical skills are an essential aspect of all work. Although they do not appear on OTF charts, they can be added to boxes shown ▭ and can then take account of particular circumstances.

Not all jobs offer opportunities for the acquisition of all the competencies essential to an OTF or to a substantial occupational branch. Eventually such deficiencies should be made good by experience/training.

Some jobs offer opportunities to acquire competencies relating to more than one OTF. The training programme should however ensure that at least one OTF is completed in its entirety.

APPENDIX VIII
Learning Opportunities in Practice

1. *Learning Opportunities*

All schemes must provide opportunities for trainees to learn in the six broad areas noted a-f in the left hand column below. The right-hand column gives examples of how this can be achieved – the list is *not* prescriptive and merely provides examples.

ITEM	EXAMPLE
a Basic skills	Opportunities to obtain skills including the 5 core areas a levels appropriate to the scheme/placement and to the trainee with opportunities for progression in the occupational training family. Each opportunity to be in the job/work context.
b World of work	Opportunity to become aware of— their role and responsibilities as workers in the organisation their relationship with fellow workers the position of the firm in the wider industrial setting contribution of individual and companies to industry the role of trade unions position of the firm in the social setting
c World outside employment	Opportunity to learn – how trainees and companies' work can contribute to the community how the trainee's skills can be reinforced by using them in the community how to become involved in using and contributing to community facilities the nature of unemployment and how to cope with it social support systems See also Users Guide for world outside employment learning guides.
d Job-specific and broad related skills	Opportunity to acquire – job-specific skills relevant to the trainee's placement a broad range of skills that relate to the broad occupational training family
e Personal effectiveness	Opportunity to develop as a worker and as an adult in terms of – problem solving planning inter personal skills self organisation
f Skill transfer	Opportunities to develop – flexibility adaptability and transferability of skills in social/work settings the idea of 'owning' skills ways of learning from situations

APPENDIX IX

NTI-FEU/MSC Joint Guidelines No. 2

STAFF DEVELOPMENT FOR THE YOUTH TRAINING SCHEME—COOPERATION WITH ACCREDITED CENTRES

Introduction

DES circular 6/82 *The Youth Training Scheme: implications for the education service* requested from Local Education Authorities (via Regional Advisory Councils) plans for a coordinated approach to staff-development for YTS. The DES letter to LEA's, RAC's and FE colleges (30 June 1983) 'Staff Development for YTS', draws attention to staff development needs associated with the establishment of an MSC Accredited Centre Network and invites cooperation and coordination of providing agencies in the whole area of staff development and training for vocational preparation.

The FEU endorses the need for coordination and collaboration and joins with the MSC in offering the following guidelines to FE institutions.

1. *MSC ACCREDITED CENTRES*

The establishment by the MSC of a national network of Accredited Centres for the provision of staff training and development for YTS means that there now exist a number of local Centres which have been charged by the MSC with the provision of:

(i) an inter-agency approach to staff training and development;

(ii) a range of advisory services;

(iii) a programme of modules of staff training to match the elements of the YTS programme;

(iv) dissemination of training and related information;

(v) peripatetic coaching to local programmes.

A number of these Centres are based on FHE institutions.

2. *THEIR FUNCTIONS*

2.1 Accredited Centres are required to serve the YTS training and development needs of:

(i) industry and commerce, including managing agents and sponsors' staff;

(ii) FE staff;

(iii) LEA staff, including careers and youth services;

(iv) staff from voluntary organisations, training boards and independent training, and counselling bodies;

(v) MSC staff; mainly Mode B2 providers.

The FE system, as a participant in YTS, has therefore full access to the training and development resources of the Centres.

2.2 In conjunction with MSC, Accredited Centres appraise existing inter-agency provision and act in concert with existing providers in order to fill any gaps and avoid duplication of provision at local and regional level.

2.3 Special attention is drawn to the advantages of linking with FEU sponsored staff development and training particularly via Regional Curriculum Bases (RCB's).

2.4 Accredited Centres may 'buy in' YTS staff training and development expertise from other sources. Providers of such expertise will be known as 'appointed agents' of the Centre.

2.5 There is, within the FHE system, a reservoir of expertise in training and development for those involved in YTS activities. Many colleges, LEA's and RAC's already run a wide variety of courses and training events for teachers, instructors, supervisors, training officers and managers. It is clearly within the interests of these institutions to act in coordination with the plans of Accredited Centres and there is much merit in FE staff participating in training events alongside trainers from industry, commerce and the voluntary sector in order to foster an inter-agency approach.

3. *THE STRUCTURE AND ORGANISATION OF ACCREDITED CENTRES*

3.1 Each Centre will provide the services of a Staff Training Coordinator (STC), who is required to draw up and implement an area staff training plan which identifies training needs and takes into account other sources of training and development provision in the area.

3.2 The training provided will be modular in structure and will include a range of activities such as conferences, workshops, seminars and other learning experiences.

3.3 It is clearly very much in the interests of both FHE and the MSC that institutions should inform their Accredited Centres of the extent and availability of their own expertise.

3.4 Accredited Centres are coordinated regionally by Regional Development Officers (RDO's) based at MSC Regional Offices, who act as focal points of the regional networks. Regional Development Officers have a responsibility for promoting the effective use of available facilities and services.

4. *FUNDING ARRANGEMENTS*

4.1 Initial contracts are between MSC and Accredited Centres for one year only. Contracts may be renewable on evidence of successful operation.

4.2 MSC will fund training costs of all staff attending Accredited Centre events but not travel, subsistence or replacement costs, which remain the responsibility of the employer.

4.3 Support tutor services in the form of 'appointed agents' (see 2.4 above) will be paid for by MSC on a course hour basis, according to customary contractual arrangements between MSC and educational institutions.

4.4 'Appointed agents' must provide evidence of VAT status when negotiating contracts with Accredited Centres.

4.5 FHE institutions, RAC's and LEA's intending to offer their services as 'appointed agents' should clarify the above processes by contacting the Staff Training Coordinator at the appropriate local Accredited Centre or, if their target population is on a broader regional basis, by contacting the Regional Development Officer.

5. *CO-OPERATION WITH ACCREDITED CENTRES*

FE institutions hoping to offer their training and development expertise as a service to Accredited Centres should bear in mind the following:

(i) any training/development focus must be inter-agency and relate to the needs of education, industry, commerce and employment in the broadcast sense;

(ii) planned training experiences should be flexible and responsive to the negotiated needs of learners;

(iii) programmes offered should be compatible with, or capable of inclusion in, MSC guide modules;

(iv) providers should be prepared to provide 'on site' programmes to be available at a range of Centres;

(v) institutions should deliberately aim for increased involvement and collaboration with other providers in the local area and the regions and seek the advice and support of the MSC Regional Development Officer;

(vi) the training by Accredited Centres may enable participants to qualify for such certification as the GGLI 924 Award, the RSA Certificate for Vocational Preparation Tutors or similar regionally based certification.

APPENDIX X
The Regional Curriculum Base Initiative

1. A major strand of FEU policy in providing practical support for the development of vocational preparation has been the establishment of a national network of Regional Curriculum Bases in cooperation with the Regional Advisory Councils for Further Education in England and Wales (RAC's)*. Beginning with the pioneering work of the West Midlands Base the network reached completion in December 1983 with ten Bases in operation covering the ten RAC areas. Full details of these Bases are provided on page 79

2. The main aims common to all the RCB's are:

(a) to support curriculum development generally in the areas of vocational preparation;

(b) to initiate and support staff development activities in areas of vocational preparation;

(c) to create/develop a network of interested persons/institutions throughout the region;

(d) to develop an information service and resource collection.

3. All of the Bases are, or have been, in receipt of FEU pump-priming support. Some Bases have, however, managed to achieve additional funding from their constituent LEA's and this has provided a firmer foundation and allowed more extensive activities to be undertaken. All of the Bases are controlled through management/steering committees normally convened through the Regional Advisory Council and having representation from the constituent LEA's.

4. These functions are founded on the broad FEU premise that curriculum development and staff development are complementary and interdependent. FEU policy is to seek to develop, and help others develop, mechanisms which support the activities of staff in their own colleges. Thus along with the FEU's involvement with the networks of LEA NAFE/YTS Co-ordinators, Local Information Centres and of college-based staff developers, the RCB's are intended to provide a dimension of regional support for what is essentially a college-based activity – that is curriculum-led staff development.*

RCB's and the Accredited Training Centres

5. The development and expansion of the FEU's RCB programme has taken place alongside the emergence of the MSC-sponsored Accredited Training Centres, which are responsible for the provision of staff training and development of YTS staff in all the agencies, including the FE colleges. Much of the early work of the RCB's has been concerned with exploring ways in which they might extend coordination and collaboration between the FE system and the Accredited Centres.

6. The FE Service and the Accredited Centres have been encouraged to work closely together. DES Circular 6/82 *The Youth Training Scheme: implications for the education service* asked LEA's, through the Regional Advisory Councils, to submit plans for a coordinated approach to staff development for YTS. The DES letter of 30 June 1983 to LEA's, RAC's and FE colleges entitled 'Staff Development for YTS' (endorsed by the MSC) indicated that despite a variation in quality and quantity of regional provision, common elements have emerged. It emphasised the need for coordination of the work of all the agencies (FHE, industry, voluntary bodies and the MSC) which were to provide staff development.

7. Following the DES initiative the FEU has, jointly with the MSC, produced a set of guidelines** to enable FE institutions to take full advantage of potential markets and funding. The local and regional remit of the Accredited Centres clearly has strong implications for the Regional Curriculum Bases and ways in which RCB's could further develop relationships might include:

(i) establishing close links with the MSC Regional Development Officers to explore areas of common interest;

(ii) liaising closely with local Accredited Centre Coordinators;

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*See *The regional curriculum base initiative* FEU, May 1984 for a full report on the review and progress of the establishment of RCB's.

*Teaching skills FEU, 1982

**See Appendix IX.

(iii) ensuring adequate representation of MSC and Accredited Centre staff of RCB Steering/Management Committees;

(iv) acting as a mediating/liaison body between Accredited Centres and colleges;

(v) providing information to Accredited Centres on such matters as clientele, needs, demands etc.

(vi) participating in the acutal provision of staff training either as contributors to general programmes of the Accredited Centres or provision for particular groups;

(vii) the production of materials for Accredited Centre programmes.

REGIONAL CURRICULUM BASES—INFORMATION SHEET

FEU Research Project No	Regional Advisory Council	Regional Curriculum Base—location	Project Director	Project Development Officer	Date Starting
RP83*	Yorkshire and Humberside Association for Further and Higher Education (YHAFHE) Bowling Green Terrace Leeds LS6 9SX	YHAFHE offices	M Neale Chief Officer YHAFHE	Harold Mellor Graham Hills YHAFHE 0532 440751	May 1982 'Independent' from October 1983
RP84	North West Regional Advisory Council (NWRAC) Town Hall, Walkden Road Worsely, Manchester M28 4QE	NWRAC offices	Stan Brackenbury NWRAC 061 702 8700	Elizabeth Hainsworth NWRAC 061 702 8700	December 1982
RP91	Southern Regional Council for FE 26 Bath Road Reading RG1 6NT	Education Department University of Southampton SO9 5NH	Dr Dudley Plunkett University of Southampton Education Department	Ray Holmes University of Southampton 0703 559122	January 1983
RP92	Northern Council for FE 5 Grosvenor Villas Grosvenor Road Newcastle upon Tyne NE2 2RU	School of Post-Experience Studies New College Durham Nevilles Cross Centre Durham DH1 4SY	John Hughes Head of School of Post-Experience Studies, New College Durham	Bede Mullen New College, Durham 0385 47325	January 1983
RP126	Regional Advisory Council for FE London and South East Region Tavistock House South Tavistock Square London WC1H 9LR	Garnett College Downshire House Roehampton Lane London SW15 4HR	Dr Terry Keen Vice Principal Garnett College	Ron Brown Garnett College 789 6533 ext 257	October 1982
RP127	East Midlands Further Education Council (EMFEC) Robins Wood House Robins Wood Road Aspley, Nottingham NG8 3NH	EMFEC offices	R Ainscough EMFEC	Felicity Munday EMFEC 0602 293291	April 1983
RP133	Regional Council for FE for the South West (RCFESW) Wessex Lodge 11/13 Billetfield Taunton, Somerset TA1 3NN	Learning Resources Centre Daniell Road, Annexe Truro Cornwall	F S Fisher RCFESW	Chris Walton/ 0872 40311 Chris Hughes 0823 85491	September 1983
RP142	East Anglian Regional Advisory Council (EARAC) Shire Hall Bury St Edmunds IP33 2AN	East Anglian Regional Curriculum Base Luton College of HE Putteridge-Bury Hitchin Road Luton, Beds	J Pearce EARAC	Robert Hawkins Luton College of HE 0582 34111 ext 734	September 1983
RP163	Welsh Joint Education Committee (WJEC) Cyd-Bwyllgor Addysg Cymru 245 Western Avenue Cardiff CF5 2YX	WJEC 4th Floor Arlbee House Greyfriars Road Cardiff	S Lewis WJEC	Alun Burge WJEC 0222 25511	December 1983
—*	Wolverhampton Polytechnic	Regional Curriculum Base Wolverhampton Polytechnic Faculty of Education Castle View Dudley DY1 3HR	Dr Neil Moreland** 0384 59741	—	Jan 81—Dec 82 (FEU) Now maintained by Wolverhamton Polytechnic

* Not now FEU funded.

** Originally the West Midlands Regional Curriculum Unit incorporating the Curriculum Base and staffed through Margaret Levy (FEU Regional Development Officer) and Terry Withington (Development Coordinator) Wolverhampton Polytechnic.

Examples of YTS

Introduction to Appendices XI, XII and XIII

The following appendices illustrate the diversity of schemes emerging and likely to develop as a response to NTI. The organisers would probably not claim that their schemes align perfectly with the FEU model described in the main document. They are selected to emphasise particular aspects of provision, but they demonstrate common features such as:

(i) flexibility in structure and choice for trainees to sample within occupational training families;

(ii) provision for counselling guidance and assessment and an awareness of the importance of supportive negotiation;

(iii) integrated work experience its relevance and experience is recognised, and the importance of acquiring basic skills acknowledged.

It should be emphasised that, in common with most 'pilot' schemes, these programmes are subject to change and further development.

The first example **(Appendix XI)** illustrates a county approach based on a training centre supported by a number of colleges and schools in an area and catering for 600 school leavers in 1982/83. Some 300 employers are associated with the scheme, which has subsequently been extended to cover the whole county.

The second example **(Appendix XII)** illustrates a school response in an area where FE colleges are not accessible to the school leaver.

A third model **(Appendix XIII)** demonstrates a variety of offerings in an authority, ranging from a specific pilot YTS scheme to community and task projects, and a commercial Business Centre which is also involved in job creation and the establishment of a Building Society Branch Office within the Centre.

FEU will be actively involved in evaluating the contribution of FE to YTS*. MSC and others (NFER/Coombe Lodge) will also be evaluating aspects of the new programmes.

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*FEU Research Project 157 'Evaluation of FE role in YTS'.

APPENDIX XI
South Bedfordshire Training Centre

Background and Description of the Scheme

In September, 1981, Bedfordshire County Council set up a steering group to promote universal vocational preparation for school-leavers. The Group's major achievement so far has been to establish a Foundation Year Project: a 44 week training and work experience scheme for 460 of South Bedfordshire's school leavers. The Project's administrative base, the new South Bedfordshire Training Centre, is in two disused school buildings in Luton. The training takes place in there and in certain workshops in five local colleges.

Relation to National Developments

The Project incorporates the MSC's aims for national skills training, as published in *A New Training Initiative and the Youth task group report* and supported by central government. Although only unemployed school-leavers may join the Project this year, the scheme is not intended simply as a short-term answer to joblessness. Through integrated training and work experience, Project staff, employers and trainees together negotiate and carry through an extensive and rigorous programme to develop a skilled and aware young workforce. The scheme incorporates all those elements called for within the Youth Training Scheme:

- induction
- personal assessment
- record and review of progress
- core skills (e.g. numeracy and literacy, communications decision making and problem solving, some practical skills)
- occupationally based training
- planned work experience
- off-the-job training and further education
- guidance and counselling
- life skills

However, most of these elements are seen as perspectives of the Project, rather than as distinct components.

Entry to the Project

Since May 82, the Foundation Year Project has been one of the opportunities raised with school-leavers in South Bedfordshire. By September more than 700 youngsters had shown initial interest in joining the Project and the eventual demand for places exceeded its capacity. During recruitment, staff make it very clear to applicants that the training is tough and sustained, involving long hours, a high standard of personal conduct and rigorous assessment. We are encouraged that in most instances this is welcomed by intending trainees.

With 460 trainees this year, the Project is large, as befits the youth training need in South Bedfordshire. With the exception of agriculture, broad foundation skills are developed to match most job opportunities which currently exist for young people or are likely to do so. The skills are directed towards the broad job families of office work, computing applications, retail and distribution, several forms of engineering, construction, scientific and technical work, textiles and clothing, catering and food service, design applications and caring services.

A very tentative choice of one or several sets of skills is made before a trainee joins the Project. However, changes of skill and job interest are expected and planned for as a consequence of trainees exploring their strengths and affinities during their 44 weeks of training. This responsiveness is a direct result of the Project's size and occupational breadth.

Training Structure

The Project has alternating blocks of full-time training and work experience located in employers' premises.

Induction and Assessment	**2 weeks**
Training	**6 weeks**
Work experience/day release	**8 weeks**
Training	**8 weeks**
Work experience/day release	**16 weeks**
Training	**4 weeks**

Through this structure, the off-the-job training is able to anticipate, support and reflect upon the work experience placements.

Clearly many interests have to be reconciled, and fears allayed, in an experience-led scheme such as this. Local employers and workforces are investing their time and concern to devise planned and effective work experience placements. The assessment procedures, log books and day-release training elements are helpful aids to close monitoring and a high quality of experience. Work experience venues range from the two person company to a major firm and public sector department. When adopting a placement, Project staff note the activities to be experienced with great care. They also try to define and record the atmosphere of each organisation, because the contexts in which activities occur will often be as important as the activities themselves in creating success or failure.

Training Principles

Trainees must demonstrate that they possess the capacity to train for their chosen occupational area, and also to cope with a job requiring that training. Therefore, while the Project as a whole recruits trainees with a very wide spread of ability, some training programmes are inevitably more complex than others. Within each training group there are as many starting points as there are trainees, and also as many learning speeds and targets. So learning is individualised and active, and as such requires considerable professional competence and insight on the part of the tutor. Project staff have been recruited with caution, and an extensive staff support and development programme is underway. Everyone in the Project, whether staff or trainee, is party to a training agreement, and the Centre's policies for operations and conduct are modelled on enlightened industrial relations practice. The importance and near adulthood of the trainee has been enhanced by involving them in running several of the Centre's daily services: reception, clerical support and the cafeteria.

We cannot yet predict the rates at which trainees will move in to jobs this year, but have assured the MSC that training capacity will remain at 460. Thus we may process as many as 600 trainees in the course of the year.

By starting as an entirely new venture, we have been able to appoint and deploy staff to maximum effect, and insist on flexible and enlightened practices. Thus in its opening weeks many of the issues which may arise from encrusted staff views and hostile trainee reactions have been avoided, and a sense of teamwork seems to be emerging. But for the Project itself to succeed as a transferable model for the future Youth Training Scheme, it must now demonstrate its practical value to school-leavers and to their ultimate employers and colleagues.

Commentary on Appendix XI

1. An example of Bedford Education Authority negotiating and promoting an initiative on behalf of MSC and in partnership with industry, commerce and other local interests. The project's administrative base is the new South Bedfordshire Training Centre, Luton; training also takes place in certain specialist areas of the Luton College of Higher Education, Dunstable College, Barnfield College (Luton) and Houghton Regis Upper School and Community Colleges.

2. Through integrated training and work experience, project staff, employers and trainees together negotiate and carry through an extensive and rigorous programme to develop skills and awareness. A tentative choice of one or several sets of skills is made before a trainee joins the project. However, changes of skill and job interest are expected and planned for as a consequence of trainees exploring their strengths and affinities during training. A firm counselling base is established during 4 weeks initial induction and skill training. Initial course selection then takes place for progression onto either Business and Information Skills training (4 training schemes), Human and Creative Services Training (3 training schemes), Manufacturing and Processing Skills (5 training schemes) or a Broad Employment Skills route which may be a sensible choice for young persons undecided about their job interests or who wish to benefit from a wide occupational training and then transfer to a single skills training group part way through the 44 week programme. The occupational grouping of these schemes not only promote the acquisition of basic skills but facilitates transfer to take place. Trainees are accepted onto the project only if there is reasonable expectation of a placement.

3. In week 4 employer interviews are set up. Substantial personal guidance and counselling throughout the year is combined with organised appraisal via a system of

profiling to indicate to the project staff and the trainee the personal achievement and standards of competence being reached. This assessment forms the base of documented evidence available for discussion during counselling with the trainee, and a copy of the profile will be available to the trainee at all times within his/her log book.
This profile will also be available for professional use by the MSC and the careers service liaison officer, and for the trainee when he/she leaves the scheme.

4. Whilst on the project the trainee attends for 35 hours per week excluding meal and other breaks. For work experience careful integration of trainees into the working hours of the company is attempted in order to derive maximum benefit from the placement and ensure relevance.

5. The FEU is supporting an evaluation of this enterprise.

APPENDIX XII
Heathfield High School

Background and Description of the Scheme

MANPOWER SERVICES COMMISSION—A Pilot Scheme for the New Training Initiative at Heathfield High School

1. A one-year pilot scheme for the government's New Training Initiative, starting at Heathfield High School on Monday 13th September, to run until 29th July 1983.

2. A multi-skills course for young persons who may specialise in either engineering and motor vehicle work, or clerical and office skills.

3. The aim is to develop flexible and generic skills applicable to a wide variety of employment. The course is a 'bridge' from school to work.

4. The target group is boys and girls from Congleton and district who, having gained modest examination success from their schooling, can now benefit from a further course of pre-vocational training in a secure environment.

5. Recruitment was through a team at the Congleton Careers Office. Eligibility rules are complex and often stringent.

6. The scheme is unique – Heathfield is the first school in Cheshire, and probably the country, to be awarded a training contract by MSC.

7. The submission has succeeded in part because there is no direct further education provision in Congleton.

8. The emphasis is on quality. Unlike previous YOP schemes, this NTI Scheme will be validated by the City and Guilds of London Institute – trainees sit their examinations in 1983. (Foundation Courses 686 Engineering, 691 Commercial Studies.)

9. Trainees receive a weekly payment of £25.

10. Half the total course time is spent on work experience with local firms, co-ordinated through the local careers office. Through counselling and careful placement it is hoped that trainees will secure permanent employment either during or at the end of the course.

11. The scheme is focussed on a community project where trainees will dismantle unwanted old cars, re-cycle the waste, and catalogue and market re-useable parts. As a disposal point for old vehicles the project provides a service to the community, resources for training and a source of spare parts for the marginal motorist.

12. The school has benefitted financially as a result of the course. This has enabled us to enhance the scheme with the provision of a word processor, etc.

13. To assist in the supervision of this project a previously unemployed person with wide industrial experience has been appointed for two days per week.

14. The teaching time of the part-time business studies teacher has been extended because of the unexpected response to this element of the scheme.

15. The scheme is administered from a rented porta cabin in the school grounds, where trainees 'clock in' daily.

16. Trainee progress is monitored and profiled by a filed officer appointed by the MSC. Each trainee keeps a log-book.

17. Instruction in literacy and numeracy continues at a level appropriate to the ability of the trainee. Experience has led us to develop individualised learning programmes to meet the needs of the trainees.

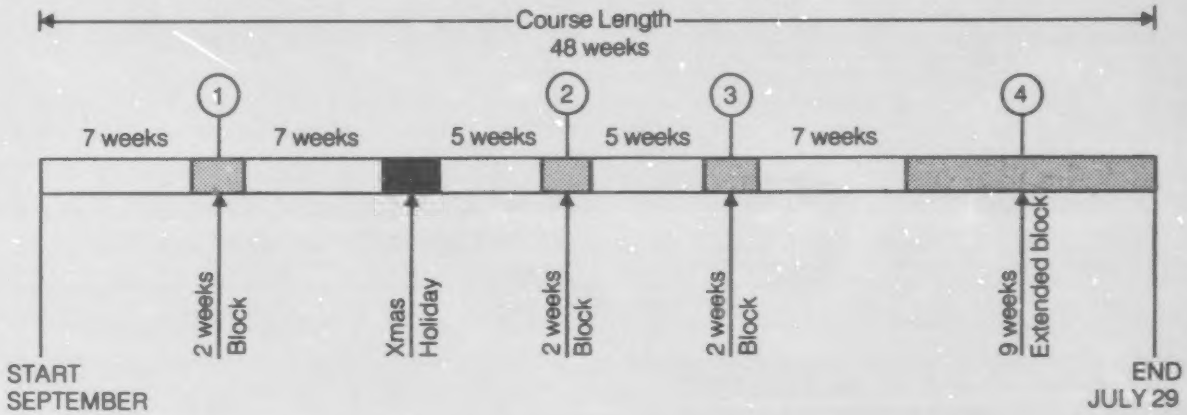
18. Social and life skills are linked with a programme of counselling and guidance throughout the course.

19. We feel that the scheme is compatible with the ethic of comprehensive education and has parallels with current practice in the more advanced European countries.

20. This development is a further step towards the 'Open Sixth' form and the notion of continuing education for all, effectively raising the school-leaving age.

HEATHFIELD HIGH SCHOOL
MSC MULTI-SKILLS COURSE 1982/83
WORK EXPERIENCE PROGRAMME

Each trainee will follow this work experience programme. It is based on one-day release each week together with three two-week blocks spread over the year. The course is completed by an extended block of nine weeks.


Course Length
48 weeks
①
②
③
④
7 weeks
7 weeks
5 weeks
5 weeks
7 weeks
2 weeks Block
Xmas Holiday
2 weeks Block
2 weeks Block
9 weeks Extended block
START
SEPTEMBER
END
JULY 29

KEY
Work Experience – Day Release ▭
Work Experience – Block ▨
Holiday ■

BLOCK	DATE	LENGTH
1	October 25 – November 5	2 weeks
2	February 7 – February 18	2 weeks
3	March 28 – April 8	2 weeks
4	May 30 – July 28	9 weeks

Commentary on Appendix XII

1. This MSC approved NTI pilot scheme is small scale; a nucleus of young people leaving the school in May 1982 were consulted and expressed a definite interest in the scheme. The scheme is designed particularly for those with moderate examination achievements at 16 + who are not yet ready for specific vocational education or training.

2. Minimum entrance standards are not described since formal examination achievements are an imperfect guide to performance in a pre-vocational course. Those in need of specific remedial help would be unlikely to cope with the course and as such would not be selected. Selection is therefore subject to negotiation. The scheme differs from similar courses offered by colleges of FE because it is intended for a target group who prefer to continue in a known learning environment within their own community, taught by instructors who are aware of their strengths and weaknesses. The School hopes that the scheme can offer a better form of 'bridging' into a work environment than would be possible from a college situated outside the community. A contrary view would be that this familiarity of environment may insulate trainees from the realities of working life and not provide that exposure, even during the blocks of work experience to ensure adequate relevance and experience.

3. However the School is unusual in that it has excellent and established facilities for teaching Engineering and Motor Vehicle repair work.
The aim of the Engineering Workshop component is to develop general tool skills applicable and transferable to a wide range of job situations. The intention is to give trainees experience in breadth whilst maintaining links with themes of motor vehicles, for example Engineering Workshop practice will be concerned with the design and production of tools generally appropriate for use in vehicle maintenance e.g., hub pullers, socket wrenches, depth gauges, stud extractors, tool boxes, impact pullers for panel work etc.

4. The application of basic skills is extended through the community project related to a central theme 'Motor Vehicles in Society' a one day per week commitment to supplement the job experience component. It embraces:

(a) The collection of scrap vehicles;
(b) Vehicle mechanics – systematic dismantling;
(c) Store-keeping and the identification of re-useable parts;
(d) Marketing of components – Auto-Jumble;
(e) Re-cycling and disposal of scrap material.

5. The project has implications for conservation and improvement of local environment in offering a free service for the disposal of unwanted, unroadworthy vehicles. In providing a source of cheap spare parts the auto-jumble provides a service to the marginal motorists. The re-cycling of scrap materials is also a feature.

6. Similarly in the Commercial Studies area trainees gain relevance and experience through a rotation scheme which enables them to sample at least three types of establishement. Social and life skills is combined with the job experience component and guidance and counselling work will form an integrated programme along the lines described in *Developing social and life skills* FEU, 1980. Through planned observation of work situations group discussion leads to a realistic assessment of the trainees own performance; and other assessment is in accordance with procedures laid down by City and Guilds of London Institutes foundation courses 686 and 691. Work experience assessment forms have been designed for this purpose.

7. Communication Studies cover:

(a) Written and spoken communication;
(b) Numeracy;
(c) Graphical communication;
(d) New technology (introduction to the computer).

8. The work in this component aims to foster and develop basic skills through an interest in motor vehicles; and relevance is sought by employing themes such as:

Motor Vehicle ownership; Costings and the law;
Implications for society of owning and driving a motor vehicle;
Study of workshop manuals, storage of data, parts, identification;
MOT testing;
Insurance and Vehicle taxation.

18

9. Work in data processing will be linked to the maths instruction and in a practical way to the Community project where stock control and commercial aspects of the venture will be dealt with on a regular basis further reinforcing relevance.

APPENDIX XIII
Project Wirral

Background and Description of the Scheme

1. INTRODUCTION

Project Wirral is a 'quasi-autonomous' unit established initially outside the college system yet containing a large element of FE activity undertaken by seconded FE staff on Burnham salaries and FE conditions of service. It has piloted under the Youth Opportunities Programme measures that now emerge as models of the delivery modes for the Youth Training Scheme (A, B_1 and B_2). It has also undertaken vocational preparation and basic education measures funded by the LEA for people outside the scope of YOP.

When FE on Wirral was reorganised to rationalise the whole provision under the Governors of the Wirral Metropolitan College, Project Wirral was put into this provision, but retained some measure of autonomy being responsible to a sub-committee of the Governors for its own establishment, finances and development.

2. BACKGROUND

In September 1981 the Wirral Education Committee established Project Wirral on the lines of a model proposed in 1979 to the Academic Board and Governors of the North Wirral College of Technology (which was subsequently amalgamated with Carlett Park College and the Wirral College of Art to form the basis of the Metropolitan College).
It recognised the need that many of the schemes under the Youth Opportunities Programme were cosmetic, lacking in competent curriculum design and thus unable to deliver a package with adequate training and education components.
The head of Faculty of General and Adult Education, who had had overall responsibility for MSC and LEA funded measures for the unemployed and disadvantaged, was seconded and together with Authority officers was commissioned to plan and set up Project Wirral working to a special initiatives panel of elected members. This panel and Authority officers were also setting up, as a consequence of the 'Heseltine Initiatives', extra-college organisations to develop training and works experience:

e.g. Information Technology Education Centres (ITEC's)

Commercial Business Training Centres

Enterprise Workshops.

The seconded head of faculty was designated acting head of the project in September 1981.

3. ORGANISATION

The organisational plan is as shown in Fig. I overleaf. The project is organised in three operating departments together with a supporting administration section which deals with training allowances, returns to MSC etc.

3.1 Workshop Department

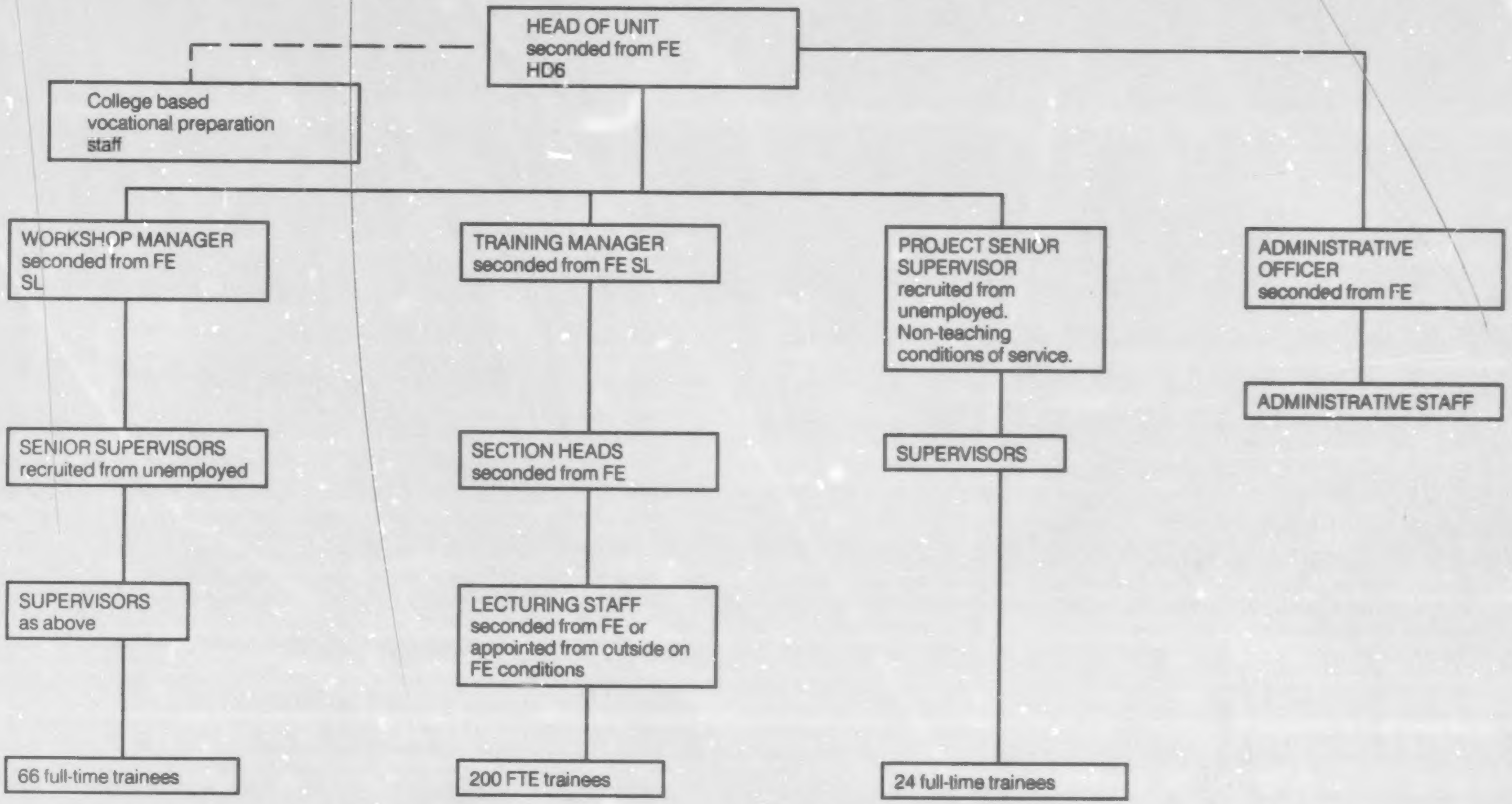
This is an 80 place training workshop funded by MSC which provides simulated works experience for 66 young people who provide saleable goods and services in the following areas:

Gardening and Horticulture
Woodwork
Handicrafts
Catering and Welfare
Building Maintenance
Light Metal Fabrication
Sewing and Upholstery
Stores and Office Work

The young people are supervised by 13 adults recruited from the unemployment register and managed by a seconded lecturer from the College.
The trainees follow programmes that give one day per week 'off-the-job' training and further education in the training department of the project. They also undergo an induction course, follow a residential week and receive ½ day per week of in-house training in the workshop, this is funded by MSC.
The total 'off-the-job' package is approximately 80 days and there is an additional facility for those trainees in need to undertake remedial literacy and numeracy on site.
The LEA receives rent for the premises used. The workshop also provides a useful maintenance facility for the whole of the project's premises – for which it is paid.

3.2 Projects Department

FIGURE 1 ORGANISATION PLAN—PROJECT WIRRAL


HEAD OF UNIT
seconded from FE
HD6
College based
vocational preparation
staff
WORKSHOP MANAGER
seconded from FE
SL
TRAINING MANAGER
seconded from FE SL
PROJECT SENIOR
SUPERVISOR
recruited from
unemployed.
Non-teaching
conditions of service.
ADMINISTRATIVE
OFFICER
seconded from FE
ADMINISTRATIVE STAFF
SENIOR SUPERVISORS
recruited from unemployed
SECTION HEADS
seconded from FE
SUPERVISORS
SUPERVISORS
as above
LECTURING STAFF
seconded from FE or
appointed from outside on
FE conditions
66 full-time trainees
200 FTE trainees
24 full-time trainees

There is currently in operation a 24 place community project funded economically by MSC supervised by one senior supervisor and three supervisors recruited from the unemployment register. In this area trainees undertake simulated works experience while restoring items of antique transport (buses, taxis, motorcycles etc.) and agricultural and marine items supplied by the Merseyside County Musuems. These subsequently go on display in the various museums.

Negotiations are at an advanced stage to increase the number of trainee places to 48 and the supervisory staff to 9 to give one manager, one senior supervisor, and seven supervisors recruited from the adult unemployed.

The young people follow an 'off-the-job' training programme leading to City and Guilds Craft 200 series examinations together with an induction and residential personal development programme totalling 95 days.

The 'off-the-job' training and FE is undertaken by the training department at economically funded rates paid for by MSC.

3.3 Training Department

This department is staffed by seconded lecturers. Shortfall in suitable staff is made up by appointing on fixed-term FE contracts from outside and by extensive (approximately 30% of the total contract) part-time working. This high level of part-time working enables the necessary flexibility to cope with 50 week/year operation and the need for non-standard and short course working.

The current permanent establishment is one senior lecturer, 2 lecturers grade 2 and 15 lecturers grade 1. Full-time work skills courses funded by MSC and a 100 place roll-on, roll-off occupational selection course are offered in the following areas:

Catering
Office Skills
Computing
Retail Work
Horticulture
Electrical and Electronics Engineering
Motor Vehicle/Motor Cycle Maintenance
Welding and Fabrication
Machine Shop Practice
Building Maintenance

A College based works induction course with placements has been developed for the handicapped and slow learners.

In addition the department offers 'off-the-job' training in all the above disciplines for the other departments of the project and also for other industrial and community sponsors in the area.

The Local Authority, recognising the need for a provision outside that which MSC will fund, has made available resources to provide basic and remedial education within the unit.

There is also an LEA funded Vocational Induction Programme (VIP) which allows unemployed people outside the scope of YOP to undertake education and training in the above areas on an ad-hoc basis which does not reduce eligibility to unemployment benefits.

4. PREMISES

The project is centred on a large (36,000 sq.ft.) annexe of the College which was well equipped prior to the establishment of Project Wirral. Measures are also operated on an outreach basis on other sites of the College and on sponsors premises.

5. OBSERVATIONS

The success of the scheme has been largely due to the following inter-related elements:

5.1 Well Resourced Provision.

The provision of a well equipped separate unit, has contributed largely to the design and flexibility of the response. The fact that the project has such an extensive 'first-call' facility has allowed the measures offered to be tailored exactly to the client group with no constraints imposed by 'traditional' measures.

5.2 Range of Provision

The ability to offer on a single site, with some outposts, the full range of provision (workshop, projects, training, FE) and the ability to guide young people to the most suitable activity has been extremely beneficial. A seconded careers officer based on the site has co-ordinated this recruitment policy through a recruiting committee on which all sections are represented.

5.3 Liaison

Close co-operation between college, LEA, MSC and careers officers through regular meetings allows developments to be put in hand with the minimum response time and negotiated proposals to become Authority policy with the minimum of delay.

5.4 Committed Staff

However the most important element in the success of the project is the degree of commitment of the staff, and the ability to second on a selective basis or to appoint from outside has been the single most important aspect. The expertise and good practices developed by experienced staff have been passed on in both a formal, but probably more successfully, an informal staff development programme.

6 DEVELOPMENTS

It is interesting to note that during the development of Project Wirral the three proposed modes of delivery of the emerging Youth Training have been piloted.

6.1 Pilot Mode A

Programmes have been developed in conjunction with national employers—
Whitbreads
G.P.O.
Cadbury-Schweppes-Typhoo
together with smaller local employers where youngsters follow 'off-the-job' training and education on the following broad pattern:

Induction	5 days	College Sponsor
Business & Work Skills	42 days	College Sponsor
Personal Development through Residentials etc.	17 days	College Sponsor
Further Education to Qualification	35 days	College
Total 'Off-The-Job'	99 days	
Works Experience on Employers Premises	161 days	
Total	260 days	

6.2 Pilot Mode B

The training workshop and community projects are exact models (except in funding) for mode B_1 with between 80 and 95 days 'off-the-job' training and education.

6.3 Pilot Mode B_2

The college based work skills, occupational selection and works induction courses, incorporating as they do college based training and works experience are models for B_2 with between 65 and 160 days 'off-the-job' training and education.

Commentary on Appendix XIII

The evolution of a variety of provisions in this Education Authority underlines the importance of negotiating and exploiting perceived opportunities. The ability to respond and plan future developments is facilitated by active management support flexibility of staffing and a clearly defined organisational structure. Staff with different backgrounds and experience create distinctive occupational learning environments for trainees whilst at the same time broadening their perspectives and encouraging the co-ordination and integration of work activity and communication between groups and projects. Interpersonal skills are brought into play and the emphasis on producing different products and services in realistic situations is demanding and rewarding. Guidance is positive and directed towards a trainee's personal needs and development, self appraisal is encouraged and a pride in competence and basic skills acquisition engendered. As well as assignments bridging work groups, and the opportunity for trainees to gain a broader insight into a range of activities it was noted that trainees engaged in self help, helping others with problems or guiding those at a different stage of progression. Some trainees on more specific schemes will perhaps not gain the same benefits in this respect as these young persons in an open and flexible learning environment.

APPENDIX XIV
Glossary of Terms and Abbreviations

ABC	*A basis for choice* (the Mansell report) FEU 1979 the second edition was published in 1982. A report concerned with 16+ year olds on pre-employment courses. It proposed a framework or criteria for all such courses, consisting of a common-core and an induction period, a broad vocational focus, some specific job skills and assessment and achievements laid out in the form of a profile. Now the preferred curriculum base for 17+ examinations as suggested in the DES Consultative Document *16–18 Examinations* 1980.
Accredited Centre	See STC
ACSET	Advisory Committee on the Supply and Education of Teachers.
Additionality	A term used to describe the MSC financial incentive and encouragement to employers to take three additional trainees for every two training places allocated to 16 year olds (as at 1982 school leaving year base).
Agenda	A learning agenda or contract (as distinct from MSC's publication *NTI: on agenda for action*), describes the programme of tasks or skills the trainee will follow ideally as an outcome of negotiation with his/her trainer or tutor.
Alternance	Schemes and programmes of training which integrate both on and off-the-job training and education.
Basic skills	These skills basic to a learner's progression into higher level education or training schemes – his or her individual synthesis of knowledge, skills experience and attitudes.
BEC	Business Education Council – set up in 1974 largely parallels the work of TEC, but in the field of business education and covers 'craft' as well as 'technician' occupations; merged with TEC in 1983 to become BTEC.
BTEC	Business and Technican Education Council
CCDU	Counselling and Careers Development Unit (Leeds University)
CEP	Community Enterprise Programme
CFE	Certificate of Further Education – a system of one year full time courses devised by some FE Regional Examining Boards.
CGLI	City and Guilds of London Institute. The CGLI awards certificates for studies, pre-vocational, primarily at operative and craft level.
CPVE	Certificate of Pre-Vocational Education
Client	Trainee or student
Common core check list	A list of items to which all learners should have access. It differs from a syllabus in that whilst the latter has usually to be worked through in some form of sequence from beginning to end, a checklist is used to assess the needs of each learner. It also aids programme accreditation. See Appendix III and also paragraph 85 of this document which refers to a minimum core check list.
Core skills	According to MSC common skills used in many different occupations in a variety of contexts and at many different levels of competency.
Counselling guidance and assessment	Necessary prerequisites to helping a young person to assess realistically his/her potential and job prospects. In *Vocational preparation* (FEU 1981)

CSV	Community Service Volunteers.
D of E	Department of Employment
DES	Department of Education and Science.
Experiential	Providing experiences – or the opportunity to reflect on experience – from which learning may be derived. In *Experience reflection learning* (FEU 1978) it is suggested that the learning process should be considered as being in three phases. The individuals *experience* needs to be followed by some organised *reflection*. This reflection enables the individual to learn from the experience, but also helps to identify any need for some *specific learning* before further experience is acquired.
FE	Further Education, correctly used to mean all post school education excluding universities, but sometimes used to describe non-advanced further education (NAFE) as distinct from advanced further education (AFE).
FEU	Further Education Unit (formerly known as Further Education Curriculum Review and Development Unit)
FHE	Further and Higher Education.
Generic skills	Skills that are used in and are fundamental to the performance of many tasks carried out in a wide range of occupations.
Graphicacy	The skills of interpreting (and where necessary preparing) diagrams to show two dimensional relationships or to represent three dimensional structures.
HMI	Her Majesty's Inspectorate.
ICO	Institute of Careers Officers.
ILEA	Inner London Education Authority.
IMS	Institute of Manpower Studies.
Interpersonal skills	The study of ways of responding to personal encounters; aim of common core of vocational preparation.
ITB	Industry Training Board.
LEA	Local Education Authority, responsible under the Education Act/s for the provision of education within that local authority.
Managing Agent	MSC approved sponsor of training programmes, the responsible body.
MSC	Manpower Services Commission.
Mode A and B	Mode A MSC funding refers to Employer, Local Authority etc., acting as managing agency (two variants; 1, agency provides complete programme; 2, agency contracts out all or some of the elements.) Mode B MSC acts as managing agency (two variants; 1, completed programme arranged through training workshop or community project; 2, MSC sub-contracts out all or some of the elements.)
NACGT	National Association of Careers and Guidance Teachers.
NACRO	National Association for the Care and Resettlement of Offenders.
NATFHE	National Association of Teachers in Further and Higher Education.
Negotiation	A process whereby the aims, objectives, goal and content of a training programme are agreed jointly by trainer/tutor, trainee and other relevant individuals.
NICEC	National Institute for Careers Education and Counselling.
NTI	A New Training Initiative.
Occupational Area Skills	The skills standards and practices associated with a particular occupation or job.